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THE UNIVERSITY OF ALBERTA

PUPIL CONTROL IDEOLOGY AND STATUS OBEISANCE OF TEACHERS AND PRINCIPALS IN ELEMENTARY SCHOOLS

by

© MICHAEL RODERICK MAC MILLAN

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Pupil Control Ideology and Status Obeisance of Teachers and Principals in Elementary Schools" submitted by Michael Roderick Mac Millan in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

The purpose of this study was to examine the relationship between elementary teachers' and principals' attitudes toward authority (status obeisance) and their pupil control ideology. Status obeisance was conceptually related to a control typology which ranges from "custodialism" at one extreme to "humanism" at the other. Based on school scores, schools were ranked above and below the mean for all school scores on the obeisance dimension of authority.

Three major hypotheses served as a guide for this study. They were as follows: teachers, principals, and schools which are relatively high on obeisance are significantly more custodial in pupil control ideology than teachers, principals, and schools which are relatively low on obeisance. Four sub-problems concerning educators' obeisance and custodialism as related to school organization variables were investigated. Teachers' and principals' pupil control and obeisant orientations were also examined when educators were grouped by certain selected personal characteristics. Tests were carried out concerning the relationship between sex, undergraduate and graduate preparation and teachers' and principals' obeisance and custodialism.

The instruments used to measure status obeisance and pupil control ideology were administered to teachers and principals in forty-four elementary schools from twelve school districts in the Province of Nova Scotia.

Findings: (1) Teachers in high obeisance schools were significantly more custodial than those in low obeisance schools. (2) Principals in high obeisance schools did not differ significantly in custodialism from principals in low obeisance schools. (3) High obeisance schools were found to be significantly more custodial than low obeisance schools. (4) Teachers were found to be significantly more custodial than principals.

Sub-problems investigated revealed that rural and town teachers were significantly more custodial than suburban teachers. Rural and town teachers were also significantly more obeisant than inner city teachers and town teachers were significantly more obeisant than suburban teachers. Teachers in schools from municipalities which received highest (76-100%) provincial proportions of the Education Foundation Grant were significantly more custodial than teachers from municipalities which received (26-50%) of the Foundation Grant. Teachers from schools grouped by provincial quartile allotments to municipalities showed increasingly and significantly more obeisance from quartile one to quartile four.

Elementary supervisors' school PCI ratings were found to be moderately consistent with actual PCI scores obtained by administering the Pupil Control Ideology instrument. Teachers in schools which had received more custodial PCI school ratings by supervisors were found to be more custodial in pupil control ideology than those from schools which had received less custodial school ratings.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

I. INTRODUCTION

Schools, like other organizations, have distinct purposes which serve to meet certain needs of society. In order to achieve these purposes, school organizations tend to seek control over their members. Following an extensive study of public schools Silberman (1970:122) has observed that: "The most important characteristic schools share in common is a preoccupation with order and control." While control is an essential ingredient of any organized activity, it is especially significant in service organizations where the desired goal is change in individual behavior. In recent years, schools have found pupil control to be an increasingly persistent and challenging problem. Administrators, faced with expanding school populations and higher public expectations for schools, have come to rely more on the judgment of principals and teachers in matters of school organization generally, and pupil control in particular. Teachers are frequently confronted with student demands for more liberal control procedures, on the one hand, and with organizational pressures for a well-ordered learning environment on the other.

Pupil control and the constraints considered to be essential for reasonable order within schools are matters of major concern to educators, researchers, and writers in the field of educational administration. Evidence of this concern is reflected by the recurrence of pupil control as a theme in education journals and by its frequent appearance as a topic of discussion in school and administrative practice. While a fund of educational literature is available in the area of pupil control and school personnel relationships, it is largely normative and prescriptive in nature. Results of sustained systematic research which could inform educational practice on member control and school social relationships are sparse. However, within recent years, a number of new concepts and theoretical perspectives have emerged from which a variety of hypotheses can be formulated and tested.

Willower and Jones (1963) in a preliminary study of the culture of one school, found that although many factors influenced the "personality" of the school, pupil control was a dominant motif. Subsequent research by Willower, Eidell, and Hoy (1967) has underscored the saliency of pupil control and educators' control orientations in the organizational and social life of schools. Willower et al. (1967) found a relationship between dogmatism and pupil control ideology: closed-minded educators were more

custodial in control ideology than open-minded educators. Recent findings by Helsel (1971) revealed a positive relationship between traditionalism in values and custodialism in pupil control ideology. In a later study Helsel also found a positive relationship between status obeisance in teachers and pupil control ideology.

The present study viewed the school as a social organization and a conceptual framework was employed to examine pupil control ideology of educators in a sample of Canadian elementary schools.

II. STATEMENT OF THE PROBLEM AND SUB-PROBLEMS

The Problem

The major purpose of this study was to investigate the relationship between status obeisance and pupil control ideology of teachers and principals serving in a sample of elementary schools in the province of Nova Scotia. The intent was to explore the relationship between the selected variables when teachers and principals were grouped separately, by schools, and by certain school organization and personal demographic variables. The central focus of the research was the teacher and how his individual reaction to school authority structure was reflected in his control orientation toward students. The extended focus of this study viewed the principal from the

same perspective. The pupil control ideology variable was measured along a continuum ranging from custodial to humanistic orientation. The Pupil Control Ideology Form (PCI), developed by Willower et al (1967), was used to measure an individual's control orientation. Status obeisance was measured along a continuum from less obeisant to more obeisant, as related to an individual's ideological respect for authority and authority structure. The Status Obeisance Scale, developed by A.R. Helsel (1971), was employed in the present study to measure an educator's deference to authority.

The central hypothesis which served as a guide for the study, was that teachers serving in high obeisance schools will be more custodial in pupil control ideology than teachers in schools which exhibit less obeisant characteristics. A number of related hypotheses are detailed in Chapter II.

The direction of the hypothetical predictions was prompted by related theory and earlier research on pupil control ideology.

General Sub-Problems

As a consequence of the major problem and the nature of the research design, four general sub-problems were investigated. These are:

1. Are there significant differences in teacher and principal mean status obeisance and mean pupil control ideology scores when schools are grouped according to size?
2. Are there significant differences in teacher and principal mean status obeisance and mean pupil control ideology scores when schools are grouped according to locality?
3. Are there significant differences in teacher and principal mean status obeisance and mean pupil control ideology scores when schools are grouped according to Provincial Proportions of the Foundation Grant paid to municipalities?
4. Are there significant differences in teacher and principal mean pupil control ideology scores when schools are grouped by Elementary Supervisors' PCI school ratings?

Information on school size and locality were based upon reports of school principals. Schools with enrolments of five-hundred students or more were designated as large schools, while those with enrolments less than this figure were labelled small schools. For sub-problem three, schools were grouped into four categories according to the percentage quartiles of provincial proportions of the Foundation Grant paid to various municipalities.

Percentages of the grant paid to different localities are based upon government-gathered census information related to the abilities of municipalities to pay for education services. Sub-problem four was operationalized by securing school PCI ratings from superintendents or supervisors of sample schools. After reading prototypic descriptions of custodial and humanistic orientations, supervisors were requested to judge schools within their jurisdiction on either the five-point custodial or the five-point humanistic PCI rating scale. These data provided a measure to make comparisons with actual PCI scores obtained from teachers and principals through administering the Pupil Control Ideology Form.

Specific Sub-Problems Relating to Personal Demographic Variables

The following eight sub-problems were defined by the nature of the sample. These questions pertaining to demographic variables had been explored in previous research in the United States. They were explored in this study to make comparisons between earlier findings and results obtained from schools in a Canadian setting. The questions examined were:

1. Are there differences in mean obeisance and mean pupil control ideology scores when teachers and principals are grouped according to sex?

2. Are there differences in mean obeisance and mean pupil control ideology scores when teachers and principals are grouped according to marital status?
3. Are there differences in mean obeisance and mean pupil control ideology scores when teachers and principals are grouped according to age?
4. Are there differences in mean obeisance and mean pupil control ideology scores when teachers and principals are grouped according to educational position?
5. Are there differences in mean obeisance and mean pupil control ideology scores when teachers and principals are grouped according to educational experience?
6. Are there differences in mean obeisance and mean pupil control ideology scores when teachers and principals are grouped according to education level?
7. Are there differences in mean obeisance and mean pupil control ideology scores when teachers and principals are grouped according to undergraduate preparation?

8. Are there differences in mean obeisance and mean pupil control ideology scores when teachers and principals are grouped according to graduate preparation?

III. SIGNIFICANCE OF THE STUDY

The control of pupils in school organizations is a complex process, influenced and compounded by a wide range of factors. Despite profound differences in cultures and technologies, there are a number of characteristics which all schools share in common. Not the least is the element of compulsory attendance, the fact that children are in school on an involuntary basis. Whether compulsion is imposed by the state or by his parents, what is of importance for both the school and the child is that he must be in school whether he wants to be or not. This fact is crucial for teachers and principals who are charged with the dual responsibility of educating while controlling large groups of students. In short, the compulsory element of school organizations has profound consequences for both the organizational structure and the organizational process of public schools.

Every school organization has a structure of authority which serves, at least in part, to order the role prescriptions of its members. Furthermore, every

school is characterized by complex and dynamic teaching-learning and administrative processes. The conceptual framework employed in this study was designed to explore teachers' and principals' perceptions of the process of pupil control and the structure of school authority. While it is likely that control behaviors would provide a more direct measure of control effected in schools, it is also possible that the findings of perceptual studies could produce requisite bases for more direct research. Accordingly, school educators' respect for organizational authority and their pupil control ideology were selected as more indirect, and admittedly, more feasible measures of control in school organizational life. While ideology may or may not be reflected in behavior, Abbott (1965) and Katz and Kahn (1966) have stressed the importance of ideology as an intervening variable in mediating the role incumbent's perception of his organizational role expectation.

A number of researchers have expressed the need for pupil control research which focusses on the pupil control ideology of teachers and principals within schools. Helsel (1971:45) has pointed out that research is needed concerning teachers' and principals' "control styles" within schools. In a case study of one public school, Willower and Jones (1963:107) reported that pupil control appeared

to be the "integrative" theme within the organizational life of the school. At the same time, they observed the lack of research concerning this important aspect of school life and called for further studies which would focus on pupil control within school units, as well as related aspects of schools. According to Willower et al. (1967:43) the kinds of research that are needed are:

> . . . studies of pupil control in other populations which might shed light on the appropriateness of applying the terms custodial or humanistic to various groups . . . . . and studies which focus on the school unit, the school district, and their special environments.

The present study may be considered as an empirical exercise in the area of the process of education. Its goal is simply to extend our knowledge of control in school organizational life.

IV. DELIMITATIONS

1. The study is delimited to 675 teachers and 44 principals from forty-four randomly selected schools in twelve school jurisdictions in the Province of Nova Scotia in 1972-73.
2. The study is also deliminted to the two selected instruments (Pupil Control Ideology Form and Status Obeisance Scale) used to measure control and authority orientations of educators in the sample.

3. One further delimination is the school organization and personal demographic data gathered with respect to the study design.

V. LIMITATIONS

This study examined the relationship between obeisance and the pupil control ideology of teachers and principals in a sample of Canadian elementary schools. The investigation did not attempt to determine a causal relationship between these selected variables.

The research is limited by the accuracy and completeness of the data provided by the respondents.

The present study is also limited by its focus on two dimensions of school organizational control: the pupil control ideology and the authority orientations of professional school personnel.

Generalizations drawn from this investigation should be cautiously applied to schools other than those included in this study. However, since the schools of this study were a random sample of grades primary to six elementary schools in Nova Scotia, generalizations to the population are appropriate. To the degree that the sample elementary schools are similar to other schools in Nova Scotia the generalizations may apply.

VI. ASSUMPTIONS

1. One assumption made is that the role structure of schools contains a functional dichotomy between student and staff roles. Nadal (1957) has termed the student role as one of recruitment and staff roles as achievement roles. The former refers to the compulsory nature of the student role while the latter pertains to the professional role of a teacher.
2. Secondly, it is assumed that schools are to some degree bureaucratic. That is, they display, at least in rudimentary form, some of the Weberian characteristics of an ideal bureaucracy (Bidwell in March 1965).
3. An assumption made on the basis of the relative isolation of the classroom setting is that teachers' controlling behaviors are likely to be moderately consistent with their pupil control ideologies. Abbott (1965) and Katz and Kahn (1966) have contended that ideology is an important intervening variable in mediating the role incumbent's perception of his organizational role expectations.

4. One of the major assumptions underlying the study is that an individual's pupil control and authority orientations can be measured by means of questionnaire instruments.
5. Another assumption made is that data gathered from the Nova Scotia Department of Education pertaining to the provincial share of the foundation grant paid to municipalities for education are adequate criteria for delineating schools into socioeconomic classifications. The Education Act provides for provincial assistance to municipalities in cases where a pre-determined level of educational service (foundation program) cannot be supported by an equalized assessment of $1.35 per $100 valuation. The formula dictates provincial assistance to the extent that the valuation falls short of the cost of offering the minimum program (The Education Act, Nova Scotia, 1972). To the extent that property valuation can be considered a measure of socioeconomic status, the provincial share of the foundation grant paid to municipalities for education can, as well, be considered a proxy measure of such status(see Hirsch 1960, Alkin 1966,

Fisher 1967, Harvey 1969).

6. One final assumption made is that elementary school supervisors, after reading prototypic descriptions of custodialism and humanism, possessed requisite knowledge and skill to provide humanistic-custodial (PCI) ratings for schools within their jurisdiction.

VII. DEFINITION OF TERMS

In this investigation certain terms are used in a restricted sense. In order to provide a precise understanding of the scope and limits of this study these terms are defined as follows:

Pupil Control Ideology

Pupil control ideology refers to the pupil control orientation of professional educators. As one aspect of the climate of educational organizations, the concept, for this study, will be employed in the sense in which Appleberry and Hoy (1969:75) have used it:

> . . . pupil control ideology has been conceptualized along a continuum ranging from "custodialism" at one extreme to "humanism" at the other.

The continuum is to provide for an exposition of two polar types of thought with a variety of intermediate positions.

Status Obeisance

Status obeisance places emphasis upon the honorific as opposed to the functional aspects of authority. The term refers to an individual's reaction to the authority structure in school organization. The definition which was developed by Helsel (1971:39) will be employed for this investigation:

> . . . the value placed on authority for its own sake and the deference shown those positions higher than one's own.

Organization Control Process

Organization control process, for this study, will be used in the broad sense of the term as described by Smith and Tannenbaum (1971:525):

> . . . any process in which a person (group of persons or organization of persons) determines or intentionally affects what another person (or group or organization) will do.

School Organizations

The general concept of organization refers to the systematic union of individuals who may work together for a common end. School organizations, however, are service organizations; accordingly, Bidwell's (in March 1965:973) client-serving definition will be employed:

> . . . they are social units specifically vested with a service function, in this case the moral and technical socialization of the young.

Schools

The schools included in this study are public elementary schools. These schools include those which have pupils in grades primary through grade six selected as a random sample of elementary schools in the Province of Nova Scotia.

Teachers

Those educators serving in public elementary school staff positions who are involved in full-time or part-time classroom teaching situations are referred to as teachers.

Principals

Those persons in the sample holding formal administrative and authoritarian positions in particular schools are designated as principals. In addition, those persons holding positions of formal authority within schools while assuming part-time teaching duties are termed principal for this study.

Supervisors

For purposes of this study, the term supervisor, refers to superintendents of sample schools, or their assistants, or their central office elementary supervisors. These supervisors provided school PCI ratings for schools within their jurisdiction.

VIII. ORGANIZATION OF THE THESIS

Chapter I has introduced the research problem and related sub-problems, explained the significance of the study, outlined the delimitations, limitations, and assumptions underlying the research, and provided definitions for key concepts used in the investigation.

Chapter II reviews the literature related to the research problem, delineates the conceptual framework of the study, and states the hypotheses which guided the investigation.

The procedures employed in the collection and analysis of data are set forth in Chapter III, together with a description of the sample and selection procedures, of the research instruments, and the levels of significance which were established.

Chapter IV contains the presentation and analysis of data.

Chapter V concludes the thesis with a summary of findings, implications, and directions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

I. INTRODUCTION

The purpose of this chapter is to review the literature related to the school as an organization and a social system and to present a conceptual framework within which the empirical phase of the study is cast. Accordingly literature pertaining to the school as an organization and to the concepts of authority and control is explored and discussed. Status obeisance and pupil control ideology are examined separately, and a rationale for the hypotheses is presented. An examination of related research in the area of pupil control leads to a statement of the principal predictions which guided the investigation.

II. THE SCHOOL AS AN ORGANIZATION

There are several ways of classifying the school as an organization. One way is to describe the school as a social entity. Such an entity is composed of teachers, students, and a principal all inextricably interwoven into a complex network of social relationships. Owens (1970:69) has described the school as an open social system. For him, the social system functions within a suprasystem and includes within it a subsystem. In such a setting,

permeable boundaries between the system and its environment allow for interaction to occur between the system, the suprasystem, and the subsystem. For analytic purposes, if the school is taken as the system, the school district is the suprasystem and the individual unit of instruction is the subsystem.

In social systems theory, however, the principal emphasis is on the behavior of role incumbents and the factors that influence behavior. According to Litterer (1965:22) two assumptions appear to be basic to such current behavioral thinking:

> The first is that the behavior of any individual is not a random or chance thing. People do not behave in a particular way just because it is their nature to do so. Instead, it is assumed that behavior is caused. . . . .
> A second assumption is that behavior is purposeful or goal directed.

In this connection, Owens (1970:223) has stressed the importance of examining such behaviors and behavioral influences.

> Behavioral approaches stress concepts such as role theory and take into account the perceptions, beliefs, and values of individual participants. . . . individual participants are seen as bound together in a dynamic interrelationship. It is this mutual interrelationship which gives the organization its distinctive form and character. This dynamic whole, which we call an organization, is best described and understood as a social system . . . .

This perspective is moderately consistent with Waller's (1932:6) classic analysis of the school as a social

organism. Calling attention to the social and interactive aspects of school organizational life, Waller described it as follows:

> . . . the school shows an organismic interdependence of its parts; it is not possible to affect a part of it without affecting the whole. As a social organism the school displays a differentiation of parts and a specialization of function. The organism as an entirety is nourished by the community.

In Waller's terms, the school is not only a formal organization but also a small society, a society with profound consequences for the organizational life of its members.

Another way in which schools can be examined is from the vantage point of organization theory. When viewed from this perspective, schools can be shown to exhibit the characteristics of a general maintenance organization-type (Katz and Kahn 1966: 112). These first-order distinctions are principally concerned with the part played by the organization in the larger society; in this sense, they are similar to Parson's (1960) social function criteria and Waller's (1932) small society in a larger environment.

Defining schools by contribution made to the larger social system, is not to treat them so much as an integral system, but as a subsystem of a larger system. While such classifications may be helpful for very general purposes, (Perrow (1970:27) has argued that:

> What is needed is some way to deal with differences among organizations. Whether you are going to work

> in an organization of plan to do research concerning it, you must know what makes it distinctive.

Katz and Kahn (1968:65-105) are certainly aware of the necessity for drawing sharper distinctions among organizations as their positing of second-order factors implies. These factors focus more on input, output, or conversion methods (throughput), or else on design features, activities, or other procedures of conversion.

Etzioni (in March 1965:651) used control structure as a means of classifying organizations. He sees power involvement relationship, or, as he termed it, compliance pattern, as a principal means of organizational classification. He elaborates:

> Comparison of the control structure of different organizations, especially of the power employed by those higher in rank to control those lower in rank, yields a fruitful way of comparing organizations in that differences in structure are associated with differences with regard to numerous other factors. Control of lower participants might be predominantly coercive, utilitarian, or identitive.

According to Etzioni's classification, schools are primarily normative in nature since the main type of power used in controlling lower participants is identitive power -- the power derived from the ability to make people identify with the organization. In this connection, Etzioni (1961:61) has argued that:

> Normative power rests on the allocation and manipulation of symbolic rewards and deprivations through employment of leaders, manipulation of

> mass media, allocation of esteem and prestige symbols, administration of ritual, and influence over the distribution of "acceptance" and "positive response."

Etzioni also held that there is a secondary compliance pattern in schools where coercive power is sometimes used to maintain control.

A further means of classifying organizations is given by Blau and Scott (1962:42-43). Their thesis is that organizations can be categorized according to who can be identified as the prime beneficiaries of the organization. For Blau and Scott the school is classified as a service organization with students as the principal recipients of the services provided by the organization.

Carlson (1964:264-268) also classified schools as service organizations. He makes a distinction among types of service organizations based on the control which the organization has in the selection of members and the control that clients have over their participation in the organization. Utilizing these input criteria, Figure I illustrates how Carlson identified four types of organizations.

		Client Control Over Participation in Organization	
		Yes	No
Organizational Control Over Admission	Yes	Type I	Type III
	No	Type II	Type IV

Figure 1. Carlson's Organization-Client Selectivity Matrix

With respect to both client and organization selectivity, schools, along with public mental hospitals, and prisons are classified as Type IV organizations. These organizations are similar in that neither the client nor the organization has control over membership. Carlson contended that the inability of the school to be selective in recruiting students, and the absence of choice on the part of students, created special problems of client control. For clearly, some of the clients are not committed to the organization and would likely not participate if choice were made available to them. That control should be identified as a central theme in such organizations seems reasonable. Moreover, studies of prisons, public mental hospitals, and

more recently schools, have emphasized the saliency of client control in such organizations (Cressey, D.R., and Perrow, C., in March 1965; Willower and Jones 1963:107-109; and Willower et al. 1967).

Caution should be applied when comparing schools with public mental hospitals and prisons, for, as Goffman (1961) has noted, the latter are "total institutions" while schools are not. Nevertheless, the significance of client control in organizations where participation is mandatory and where neither the organization nor the individual can exercise choice in participation provides an important reference point for an investigation of the organizational life of the school. For the school as an educational institution, is concerned with changing or molding people who come within its boundaries and who become temporary members of the organization. Street et al. (1966:15) have labelled schools as "people changing organizations." Furthermore, they contend, that with few exceptions:

> . . . these organizations are performing functions crucial to the maintenance of social order. . . . Schools, mental hospitals, prisons, reformatories, and juvenile correctional institutions are the principal organizations involved in these tasks.

Unlike hardware materials which are transformed in a manufacturing or industrial plant, human beings as objects of a change process, require somewhat different organizational processes. Such processes Perrow (1970:73)

argues are initially designed to accommodate the nature of the "raw material" to be changed. Yet, the human "raw material" in "people-processing" organizations, as Goffman (1961) has noted, are reactive and participative objects whose cooperation must be ensured.

III. SCHOOL AUTHORITY STRUCTURE AND STATUS OBEISANCE

In school organizations the dimensions of organization structure and process are intimately entwined. Every school has a written or an unwritten constitution which represents the generally accepted structure of authority. Moreover, every school organization also has teachers and a principal who function to organize and control learning activities for those in their charge. Taken collectively, these two operational properties of school organizations define the type and the amount of control which is secured. Taken separately, they describe what Anthony (1965) calls organizational "process" (or function) as distinguished from "structure" (system). Anthony proposes that system (structure) represents the formulae for organizational processes (input-throughput-output). Katz and Kahn (1966) have observed that organizational structure calls attention to the varied patterns of interaction, intended or otherwise, that characterize the organization and reveal its functions. Pugh et al. (1969) examined formal organizational structure

in terms of prescriptions regarding lines of authority, division of labor, and allocations of resources. While these descriptors are far from infallible guides to organizational reality, it seems essential to recognize as Hunt (1970:237) has that:

> . . . the nature of the formal organization has much to do with limiting and shaping organizational life (including whatever "informal" processes may be spawned therein). Moreover, the idea of formal structure is fundamental to rational organization design.

Concerning the assumption that rationalized activities are necessary for school system functioning, Bidwell (in March 1965:974) has pointed out that such rationalization appears to be essential for two reasons:

> First, the school system is responsible for a uniform product of a certain quality . . . .
>
> Second, socializing children and adolescents for adult roles is massive and complex.

These formal organizational responsibilities of schools involve the direct participation and commitment of the organization's members. In this connection, Goffman (1961: 179) has contended that formal organizational structure does not merely use the activity of its members but: "The organization also delineates what are considered to be officially approximate standards of welfare, joint values, incentives, and penalties." For Goffman, these conceptions expand mere participation into a definition of the individual's nature as a social being. The significant

point for schools, is that the social arrangements of school organizations include a thoroughly embracing conception of individual teachers, principals, and students not only as members but as human beings.

In terms of organizational structure, schools are principally line organizations. Teachers perform essentially the same kind of function under the more or less immediate authority of the principal. And, while some degree of internal specialization may lead to departmentalization by different disciplines taught, this would not appear to change the fundamentals of the school as a line organization. As goal-directed social units, they display the rudiments of formal organizations including a hierarchical control structure. This specialization of function in schools implies that there will be differences among official levels of authority, rights, responsibilities, and the accrual of symbols of status.

Max Weber (trans. 1947:324) had earlier defined authority as:

> . . . the probability that certain specific commands (or all commands) from a given source will be obeyed by a given group of persons.

Normally, the group willingly obeys because its members consider it legitimate for this source to control them. The source of authority may be a structure, a person, or an impersonal institution, such as a system of rules or laws.

There is some evidence that individuals within organizations differ in their attitude toward authority and the subjective meaning it holds for them. Peabody (1962:463-82), after distinguishing four forms of authority (position, legitimacy, competence, and person) examined the perceptions of authority among members of a social welfare agency, a police department, and an elementary school. His data show that in the police department authority of position was emphasized. Social workers also emphasized authority of position. Elementary teachers, on the other hand, most of whom had some graduate training, emphasized authority of competence over the other forms.

Another more all encompassing way in which organizational personnel differ in their attitudes toward structure is in their status obeisance. This concept was defined by Helsel (1971:39) as: ". . . the value placed on authority for its own sake and the deference shown those positions higher than one's own." Status obeisance calls attention to the honorific as opposed to the functional aspects of authority. There is some evidence to lend support to the contention that differences in status obeisance among individuals can influence the attitudes these individuals hold toward those of lower social standing. Adorno et al. (1950) found that submission to authority was associated with a desire for domination of

others and a concern with status. In a study of a mental hospital, Pearlin and Rosenberg (1962) report research which showed that the more obeisant nurses were toward their superiors, the more likely they were to favor the maintenance of status distance from their patients. Similarly, Chapman and Campbell (1957) found, that those who took the point of view of superiors in situations which involved conflict between a superior and a subordinate, tended to identify positively with discipline. In studies of teachers, Helsel (1971) reports data which reveal a positive relationship between: traditionalism in values and custodialism in pupil control ideology; and, in a later study, between status obeisance in teachers and pupil control ideology. The present investigation extends the focus on status obeisance and pupil control ideology to teachers and principals in elementary schools.

IV. PUPIL CONTROL AND PUPIL CONTROL IDEOLOGY

Pupil Control

The control of pupils in the public schools is a topic which has received much attention in the literature. Yet, most of the material published has been normative in nature, consisting mostly of opinions and prescriptions. A number of educational researchers, notably, Kounin and Gump (1961:44) and Hoy (1967:153) have noted the dearth of

generalizations on control of pupils based upon empirical data. However, within the last decade, the emergence of new concepts and theoretical formulations has led to further research on pupil control which gives promise of altering this state of affairs.

That control would be a problem in most schools seems reasonable when one explores the nature of the tasks the teacher is expected to perform. It has been observed that the activity of teaching includes two primary functions: (1) to focus on the motivation of the learner; and (2) to provide a disciplined and controlled environment for learning (Waller 1932:310-13). One can readily recognize the potential strain between the definition of the teacher role and the nature of the function allocated to it. Bidwell (in March 1965:975), while recognizing this particularistic-universalistic dilemma inherent in the teaching function, sees teacher autonomy as the important means of mediating the dilemma. For, Bidwell argues, if the teacher is expected to handle daily fluctuations in student response, as well as adhere to universalistic expectations of the formal school organization, he must be granted autonomy in matters pertaining to the classroom.

Most recent research pertaining to pupil control in public schools, has focused on control as a means of

describing the social organization of the school. In a preliminary study of the culture of one public school, Willower and Jones (1963:107-109) reported data that underscored the saliency of pupil control problems in the life of the school. Sociologists and anthropologists have often made use of concepts which are integrative in nature, and which portray social systems as unified wholes, rather than as fragmented and unrelated parts. Following a somewhat similar approach in their study, Willower and Jones (1963:107) have noted:

> We found such an integrative theme in the school under study: it was clearly that of pupil control. While many other matters influenced the tone of the school, pupil control was a dominant motif.

To furnish a few illustrations from their observational and interview data, beginning teachers often reported that a major problem was to convince the older more experienced teachers that they could control their classes. Furthermore, older teachers, dominant in the informal structure of the school, seldom hesitated to express their views to the newer teachers, that they were being lax in control and in maintaining sufficient social distance from pupils. It was also noted that teachers viewed as weak on control had marginal status among their colleagues. High visibility situations, such as the assembly or school library, furnished special testing grounds where teachers made special efforts "to look good",

in Goffman's (1961) terms while "on stage". A further observation made, was that teacher-administrator relations were also influenced by, and pervaded with, concerns about pupil control. One concern mentioned many times by teachers during interviews, was that the principal, who was new to the school, might be "weak" on discipline. Commenting on the observational data of the original researchers, Willower, Eidell, and Hoy (1967:229) have pointed out that:

> Concern about pupil control, then, could be seen as a thread running through the cultural fabric of the school, influencing norms, status relations, and various faculty behaviors.

Pupil Control Ideology

As in all organizations, the evolving character of the school organization is shaped in large measure by the response patterns of its members. In this connection, Selznick (1966:99) has observed that:

> Organizations, like individuals, strive for a unified pattern of response. This integration will define in advance the general attitudes of personnel to specific problems as they arise. This means that there will be pressure within the organization from below as well as from above, for unity in outlook.

The significant point for school organizations is that pressures for unity in outlook can in large measure be interpreted in terms of questions pertaining to member commitment. For example, what activities, rewards, and symbols are commanding the loyalties of teachers and

principals within schools? What precedents are being established and by whom? What alliances are being made?

The two principal means of gaining an understanding of member commitment to organizational work are: (1) by direct observation of member behavior and (2) by drawing inferences about behavior from indirect measures. Abbott (1965:7) has cited the importance of ideology as an intervening variable in mediating the role incumbent's perception of his organizational role expectations. While recognizing that discrepancies may occur between ideology and behavior, Abbott contends that:

> An individual's cognitive orientation will not coincide exactly with either the institution's codified behavior system of the individual's idealized role concept, since the forming of a cognitive orientation is a perceptual process, and since perceptions are influenced by values and attitudes. However, this orientation will reflect elements of both the institution's and the individual's role definitions, and it will provide for a given individual the effective limits for his behavior.

The mediating function of ideology and especially how it relates to the problem of pupil control within schools are matters of primary importance for the present investigation.

To specify the notion of pupil control ideology, Willower et al. (1967) adopted a typology employed by Gilbert and Levinson (1957:20-35) in the study of the control ideology of mental hospital personnel concerning patients. Gilbert and Levinson had conceptualized a

control ideology continuum ranging from "custodialism" at one extreme to "humanism" at the other. These ideological extremes are polar or "ideal types" in the Weberian sense, that is, they are pure types, or analytic abstractions, not necessarily found in actual experience. "Custodialism" pertained to traditional viewpoints and policies of mental hospital staff. "Humanism", on the other hand, denoted the emergent conception of the hospital organization as a community of people in which the wide range of human needs were to be met.

As this control typology was operationalized in schools, an instrument called the Pupil Control Ideology Form (PCI Form) was devised. Similar to Gilbert and Levinson's control continuum, two pupil control orientations were identified: (1) Custodial Pupil Control Ideology, and (2) Humanistic Pupil Control Ideology. Willower et al. (1967:5) have described the prototypic orientations as follows:

> The rigidly traditional school serves as a model for the custodial orientation. This kind of orientation provides for a highly controlled setting concerned primarily with the maintenance of order . . . .
> The model of the humanistic orientation is the school conceived of as an educational community in which members learn through interaction and experience.

When applied to teachers, a custodial pupil control ideology emphasizes the maintenance of order, impersonality, one-way downward communication, distrust of students, and

a punitive moralistic orientation to pupil control. The contrasting ideology -- a humanistic orientation, is used in the sociopsychological sense suggested by Fromm (1948). In short, it denotes a control orientation which stresses the importance of the uniqueness and individuality of each student and the creation of an atmosphere which could adequately meet the wide range of student needs. Compliance associated with a custodial orientation is secured through a system of rewards, punishments, and sanctions. A humanistic pupil control orientation on the other hand, gains compliance by appealing to an individual's sense of right and wrong and by stressing an accepting, trustful view of students and confidence in their ability to be self-disciplining and responsible (Appleberry and Hoy 1969:74).

One study by Willower, Eidell, and Hoy (1967) was a direct outgrowth of the earlier school culture study by Willower and Jones (1963). The focus of the follow-up study, which made use of the PCI Form instrument, was on the pupil control ideology of teachers, principals, and school counsellors. A number of predictions were made concerning role and personality factors as they might influence the pupil control ideology of public school personnel. According to Willower et al. (1967:6):

> The status problems of teachers are grounded in the nature of the school as an organization and in the

> requirements for the teacher role. They arise, in part at least, because the public school is an organization with unselected clients and because teachers are directly responsible for the control of these unselected clients.

Accordingly, it was hypothesized that those directly responsible for the control of unselected clients would be more custodial in their control ideology than those less directly responsible for client control.

The researchers were also interested in the socialization of teachers with regard to pupil control ideology. Etzioni (1961:142) had described organizational socialization as being concerned with the process by which the beliefs, norms, and perspectives of the organizational participants are brought into line with those of the organization. It was expected that as teachers were absorbed into the teacher subculture their pupil control ideology would become more custodial. For it was felt that while teacher training programs tended to lay stress on permissiveness, the most significant socialization takes place on the job, and not in the teacher preparation program. Interview data from the earlier study (Willower and Jones 1963) had indicated that older, more experienced teachers opposed permissiveness and tended to stress rigid control of pupils. Furthermore, a major problem for newer teachers was that of convincing the older, more experienced teachers that the neophytes were

not "weak" on pupil control. Hence it was predicted that experienced teachers would be more custodial in pupil control ideology than less experienced teachers.

The results of the research are summarized as follows: teachers were more custodial in pupil control ideology than were principals or counsellors; elementary teachers and principals were less custodial in pupil control ideology than were their counterparts at the secondary level; teachers with more than five years experience in the classroom were more custodial than were teachers with five years or less experience; and closed-minded teachers and principals were more custodial than were open-minded teachers and principals.

The follow-up study also investigated the pupil control ideology of teachers, principals, and counsellors when grouped by sex, experience as educators, and educational position. The findings revealed that elementary principals were more humanistic in pupil control ideology than were secondary principals; elementary teachers were more humanistic than secondary teachers; and male teachers tended to be more custodial in their pupil control ideology than female teachers (Willower et al. (1967:19-31). Subsequent research by Hoy (1967 and 1968) disclosed that teacher socialization is positively related to custodialism in control ideology.

Further research concerning the association of personal and sociological variables with the pupil control ideology of educators has revealed relationships between: (1) the openness of school organizational climate and teacher humanism (Appleberry and Hoy 1969); (2) the socio-economic status of schools and the ideology of teachers (Gossen 1969); (3) the value orientations of teachers and their custodialism-humanism (Helsel 1971); and (4) between student alienation and teacher custodialism (Rafalides and Hoy 1971).

The present inquiry is a direct outgrowth of an earlier study by Helsel (1971) which reported a positive relationship between status obeisance in teachers and their pupil control ideology. This investigation examined status obeisance and pupil control ideology of teachers and principals serving in a sample of Canadian elementary schools. A summary of the conceptual framework, the rationale and the predictions which were made is presented in the following section.

V. SUMMARY, CONCEPTUAL FRAMEWORK AND HYPOTHESES

Public schools have been identified as social units which are specifically vested with a service function -- the moral and technical socialization of the young (Bidwell in March 1965). Furthermore, when viewed from the

perspective of organization theory, it has been shown that schools exhibit the characteristics of a general maintenance organization-type (Katz and Kahn 1966). Unlike production organizations which process hardware objects, the "raw material" in "people changing organizations" are reactive and participatory in nature (Perrow 1970; Street et al. 1966; and Goffman 1961). Moreover, the organization-client relationship in schools is not of a voluntary nature. Thus, public schools fall into the same category of organizations as prisons and public mental hospitals in that neither clients nor the organization can exercise choice with respect to membership (Carlson 1964).

The lack of selectivity in the organization-client relationship of schools, prisons, and public mental hospitals suggests that these organizations are of necessity confronted with clients who may have no desire to take advantage of the organization's service. This feature may have profound consequences for such organizations. In publis schools, for example, it has been found that those who are more responsible for the control of unselected clients are more custodial in control ideology than those less responsible for such control. Furthermore, the nature of the teaching task as well as the socialization influence of the teacher subculture have been shown to be important factors in producing more custodial ideology on

the part of teachers in school organizations (Willower et al. 1967; Hoy 1967; Hoy 1968).

That client control should be identified as central in these organizations seems reasonable. The importance of client control as an element in the culture of public mental hospitals and prisons is well documented (Perrow, and Cressey in March 1965). In addition, an ever increasing volume of research on public schools has revealed the significance of pupil control and pupil control ideology as elements in the organizational life of schools (Willower and Jones 1963; Hoy 1967; Willower et al. 1967; Jackson 1968; and Silberman 1970).

While strong arguments have been advanced to show that schools are preoccupied with pupil control, it has been observed that schools and individuals within schools vary in their orientations toward pupil control and the behaviors which these orientations seek to rationalize. Operationalizing a control typology ranging from custodialism at one extreme to humanism at the other, Willower et al.(1967), developed an instrument, The Pupil Control Ideology Form, designed to measure an educator's pupil control ideology. In brief, a custodial pupil control ideology stresses the maintenance of order, distrust of students, and a punitive, moralistic approach to pupil control. A humanistic pupil control ideology emphasizes

an accepting and trustful view of students, as well as optimism concerning their ability to be self-disciplining.

One may expect that a variety of personal and psychological variables could be related to differences in the pupil control orientations of school educators. Willower et al. (1967) found a relationship between dogmatism, as measured by Rockeach's Dogmatism Scale, and custodialism. Helsel (1971) reported research which showed a positive relationship between traditionalism in values and custodialism in pupil control ideology. Moreover, research evidence has been cited which revealed that differences in status obeisance among individuals can influence the attitudes these individuals hold toward those of lower standing (Adorno et al. 1959); Chapman and Cambell 1957; Pearlin and Rosenberg 1962; and Helsel 1971).

The present investigation examined the relationship between status obeisance and pupil control ideology of teachers and principals in a random sample of Canadian elementary schools. Status obeisance places emphasis upon the honorific rather than upon the functional aspects of authority. An obeisant orientation is characterized by deference and high respect for authority and authority relationships. Obeisance was theoretically related to a typology of pupil control ideology ranging from custodialism at one extreme to humanism at the other.

The rationale for the major hypotheses advanced in this study was as follows. The emphasis on respect for authority, social distance, deference, and domination of subordinates that characterizes the obeisant orientation, appeared to be compatible with the punitive, distrustful, pessimistic, and impersonal viewpoint which characterizes the custodial orientation. Similarly, the more flexible, trustful, optimistic, and personalistic elements of the humanistic control ideology appeared to be inconsistent with the obeisant orientation described above (Helsel 1971). Accordingly, the hypotheses developed and tested in this investigation were:

H. 1. Teachers serving in schools which are relatively high on the authority dimension of obeisance will be significantly more custodial in their pupil control ideology than teachers serving in schools which are relatively low on the authority dimension.

H. 2. Principals serving in schools which are relatively high on the authority dimension of obeisance will be significantly more custodial in their pupil control ideology than principals serving in schools which are relatively low on the authority dimension.

H. 3. Schools which are relatively high on the authority dimension of obeisance will be significantly more custodial in pupil control ideology than schools which are relatively low on the authority dimension.

One assumption that underlies the major predictions of this research is that teachers' controlling behaviors are likely to be moderately consistent with their control ideologies. This assumption appears to be especially

tenable for situations of relative isolation such as the classroom setting. For in the classroom, the kinds of social constraints normally imposed in circumstances of greater visibility are greatly reduced. Furthermore, Abbott (1965) and Katz and Kahn (1966) have stressed the importance of ideology as an intervening variable in mediating the role incumbent's perception of his organizational role expectation. If perception of organizational role expectations influences organizational behavior, and organizational authority structures are mediated by an individual's ideology, then the pupil control and obeisance orientations of teachers and principals would seem to serve the basic function of structuring control behavior, that is, of providing an internal guide to individual action.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

I. INTRODUCTION

This chapter details an account of the instrumentation used in data collection, an outline of sample selection procedures and a description of the sample, the collection procedure, and the statistical techniques used in the treatment of the data.

Operationally, two types of control ideology are delineated -- humanistic pupil control ideology and custodial pupil control ideology. Similarly, two types of authority orientation are identified -- high obeisance orientation and low obeisance orientation. While these orientations are relative in scope, they provide the typological framework for testing the principal hypotheses and for examining the related sub-problems.

II. INSTRUMENTATION

The Pupil Control Ideology Form

The operational measure of pupil control ideology used for teachers and principals in the sample was the Pupil Control Ideology Form, or PCI Form. The instrument, developed by Willower, Eidell, and Hoy (1967), was adapted from

a typology employed earlier by Gilbert and Levinson (1957) in the study of the control ideology of mental hospital staff personnel concerning patients. In the adaptation made to public schools, pupil control ideology was conceptualized on a continuum ranging from "custodialism" at one extreme to "humanism" at the other. The form consists of twenty Likert type items with response categories ranging in value from five (strongly agree) to one (strongly disagree). Items number five and number thirteen are reverse scored. Scoring for the instrument consists of a summated scale to produce a raw score. The possible range in scores for respondents was from twenty to one hundred. A humanistic ideology was represented by a low scale score with the ideology becoming more custodial with a higher score (Willower et al. 1967:10-12). The PCI Form is presented in Appendix A.

Reliability. One of the simplest definitions of reliability is furnished by Shaw and Wright (1967:16): ". . . the degree to which a scale yields consistent scores when the attitude is measured a number of times." Shaw and Wright further point out that there are three empirical methods of estimating the reliability of an attitude scale: the correlation between scores on the same test given at different times (the test-retest method), the correlation between two comparable forms of the same scale (the

equivalent-forms method), and the correlation between comparable parts of the same scale (the split-half method).

To check the reliability of the PCI instrument a split-half reliability coefficient was calculated by Willower, Eidell, and Hoy (1967:12-13) by correlating even-item sub-scores with odd-item sub-scores (N = 170). The Pearson product-moment coefficient which resulted was .91. An application of the Spearman-Brown formula yielded a corrected coefficient of .95.

Since these correlations were relatively high, the researchers (Willower et al. 1967) calculated further reliability coefficients for data collected from a later sample (N = 55). Employing the same techniques described above, the Pearson product-moment correlation of the half-test scores yielded a coefficient of .83. Further application of the Spearman-Brown formula yielded a corrected coefficient of .91.

Validity. In its simplest form, validity is the degree to which the scale measures what it is supposed to measure. There are four general procedures for estimating the validity of psychological tests (Cronbach and Meehl 1955): predictive validity, concurrent validity, construct validity, and content validity.

Construct validity and concurrent validity were used

as estimates of validity for the PCI Form. The proposition that pupil control plays a central part in school organization life grew out of observational and interview data gathered during an intensive study of one public school (Willower and Jones 1963). The researchers noted that the proposition fitted the traditional picture of schools as places where pupils would rather not be. It also fitted, in a general way, Waller's (1932) portrayal of the dominance of teachers and the submissiveness of pupils within the public school. Furthermore, the proposition appeared to be compatible with Becker's (1961) emphasis on the teacher as an authority figure and with Carlson's (1964) analysis of the school as a service organization with nonselected clients. The PCI Form was developed on the basis of these considerations.

According to Willower et al. (1967:10):

> Construction of the instrument was begun by writing fifty-seven statements concerned with pupil control. These statements were based upon the literature, the author's experience in public schools, field notes from the study preceding the present research, and the control conceptualization which was employed.

Based on subjects' responses, item analyses of responses, and several pilot studies, a series of modifications in the instrument resulted in a form which consisted of twenty items. For construct validity, such procedures appear to be especially meaningful as they relate to the theoretical formulations pertaining to pupil control ideology.

The principal procedure employed by Willower, Eidell, and Hoy (1967:13-14) in validating the PCI Form however, was based upon school principals' judgments (concurrent validity) concerning the pupil control ideology of a number of teachers on their staff. After reading prototypic descriptions of humanistic and custodial control orientations, principals were asked to identify and specify a number of teachers whose control ideology best fitted each description. The mean PCI Form scores of the teachers identified were then compared. A *t*-test was applied to test the prediction that teachers judged to hold a custodial ideology would differ in mean PCI Form scores from teachers judged to have a humanistic control ideology. Results of a one-tailed *t*-test revealed that the difference was in the expected direction, and that it was significant at the .01 level.

A final cross-validation check was carried out by the researchers using the same techniques described above (based upon principals' judgments of teacher ideology). Data were drawn from five elementary and two secondary schools. Again, a one-tailed *t*-test revealed that the difference in mean PCI Form scores for teachers judged to be humanistic in ideology and those judged to be custodial was significant at the .001 level. The researchers have remarked that: "By the standards usually applied, the instrument appeared to us

to be relatively reliable and valid" (Willower et al. 1967:14).

Measurement of the Obeisance Dimension of Authority

The Status Obeisance Scale was used to measure the deference orientation of respondents from each of the sample schools. The instrument, developed by A.R. Helsel (1971), was constructed from a pool of seventy-seven statements concerning status obeisance. The scale was administered to a sample of two hundred - five elementary and secondary school teachers. Item-scale correlations were computed to determine the discriminatory power of each statement and to insure internal consistency of the scale. As a result of the analysis, thirty of the original seventy-seven items were retained in the final form of the instrument.

Scoring weights for the six response categories to the thirty items of the scale ranged in value from six (agree strongly) to one (disagree strongly). Items number two and number eight were scored in reverse. The possible range in scores for respondents was from thirty to one hundred - eighty. Responses to the scale are totalled to produce a scaled score -- the higher the score, the more obeisant the respondent. The Status Obeisance Scale is presented in Appendix B.

Reliability and Validity. Item-scale correlations were used as a test of internal consistency for the scale (Helsel 1971:39). Correlation coefficients for the Status Obeisance Scale ranged from .40 to .65 with an average of .51 for the thirty items. A reliability analysis yielded a coefficient of .90 as estimated by the Kuder-Richardson Formula 20. The estimate of reliability was the Cronbach Alpha, which is a generalization of the KR-20 (personal correspondence with A.R. Helsel 1972). According to Ferguson (1971:368) this special case of the KR-20 was designed for use with multiple response items. The formula is identical to the one used to calculate coefficient Alpha. The estimate of internal consistency is based on average correlations of items within a scale. Nunnally (1967:211) has indicated that such a procedure provides:

> . . . a good estimate of reliability in most situations, since the major source of measurement error is because of the sampling content.

The validity of the Status Obeisance Scale was supported by the method of known groups (Helsel 1971:39).

III. SAMPLE SELECTION AND DESCRIPTION OF THE SAMPLE

Sample Selection Procedures

All of the schools which served as a population for data collection for this investigation were public elementary schools in the Province of Nova Scotia. For practical

purposes, the study was restricted to schools with at least ten permanently assigned staff members including the principal. A further restriction was that only schools offering instruction in grades primary through grade six exclusively were eligible for sample selection. Forty-five schools was considered to be an adequate sample size.

Based on the Nova Scotia Department of Education's official list of schools for the province and the selection restrictions described above, a population of one hundred - fifteen schools were identified. The one hundred - fifteen eligible schools were assigned specific numbers and a table of random numbers (Popham 1967:381-85) was employed in the selection of the forty-five schools for the study. The forty-five schools included in the sample were from twelve school districts in the Province of Nova Scotia.

After sample schools had been identified, letters requesting permission to conduct the research were forwarded to the twelve district superintendents concerned. At the same time, letters of request were sent to the forty-five principals of sample schools through their respective superintendents (see Appendix C and D). A brief outline of the research was given and superintendents, provided they were agreeable to the project, were asked to forward the enclosed letters to principals serving in sample schools within their jurisdiction. Reply cards and stamped, self-

addressed envelopes were provided for their convenience in replying to the research request. All superintendents and principals of representative schools agreed to participate in the study. As soon as letters of confirmation were received, superintendents and principals were advised of the dates when the researcher would personally deliver the combined instruments (SO Scale, PCI Form, and Personal Data Sheet) to each of the sample schools (Personal Data Sheet - Appendix E).

Description of the Sample

The sample ranged over a wide geographic area and included: 10 rural schools, 11 town schools, 13 inner city schools, and 10 suburban schools. Schools in these localities varied in school enrolment size from two hundred - five students to nine hundred students. The size of permanently assigned staff (including principals) in the schools investigated ranged from ten to thirty-seven (see Summary Data for All Schools -- Table LVIII (Appendix H).

Characteristics of Respondents. Table I provides a brief summary of selected data concerning the personal characteristics of all respondents who provided usable questionnaires for this study. Although statistical tests were not performed on all demographic data, they have been used for comparative purposes with other similar studies and are included here to complete the description of the

TABLE I

SELECTED PERSONAL CHARACTERISTIC OF RESPONDENTS

Personal Characteristics of Teachers	Teachers N = 675	Personal Characteristics of Principals	Principals N = 44
SEX:		SEX:	
1. Male	71	1. Male	34
2. Female	604	2. Female	10
MARITAL STATUS:		MARITAL STATUS:	
1. Single	192	1. Single	5
2. Married	440	2. Married	37
3. Other	43	3. Other	2
AGE:		AGE:	
1. 20 - 29 yrs.	314	1. 25 - 39 yrs.	14
2. 30 - 39 yrs.	132	2. 40 - 49 yrs.	13
3. 40 - 49 yrs.	100	3. 50 - 59 yrs.	13
4. 50 - 59 yrs.	96	4. 60 - 64 yrs.	4
5. 60 - 69 yrs.	33		
POSITION:		POSITION:	
1. Primary	78	1. Teaching	16
2. Grade one	86	2. Non-teaching	28
3. Grade two	85		
4. Grade three	85		
5. Grade four	90		
6. Grade five	87		
7. Grade six	102		
8. Other	62		
EXPERIENCE:		EXPERIENCE:	
1. 1 yr.	52	1. 1 - 5 yrs.	10
2. 2 yrs.	38	2. 6 - 10 yrs.	10
3. 3 yrs.	56	3.11 - 20 yrs.	13
4. 4 - 5 yrs.	102	4.21 - 40 yrs.	11
5. 6 - 9 yrs.	113		
6.10 - 20 yrs.	204		
7.21 - 47 yrs.	110		

TABLE I (continued)

Personal Characteristics of Teachers	Teachers N = 675	Personal Characteristics	Principals N = 44
TRAINING:		TRAINING:	
1. Less than Bachelor's Degree	442	1. Less than Bachelor's Degree	7
2. Bachelor's Degree	83	2. Beyond Bachelor's Degree	21
3. Beyond Bachelor's Degree	127	3. Beyond Master's Degree	16
4. Beyond Master's Degree	23		
UNDERGRADUATE PREPARATION:		UNDERGRADUATE PREPARATION:	
1. Major in Education	499	1. Major in Education	17
2. Major outside Education	176	2. Major outside Education	27
GRADUATE PREPARATION:		GRADUATE PREPARATION:	
1. Major in Education	208	1. Major in Education	32
2. Major outside Education	21	2. Major outside Education	5
3. Non-Graduate	446	3. Non-graduate	7

sample studied.

1. Principals. Thirty-four of the 44 principals under study were males and eighty-four per cent of the total group were married. Twenty-seven of the principals in the sample were under forty-nine years of age. Sixteen of the forty-four principals were teaching on a part-time basis. Twenty principals had less than ten years of teaching and administrative experience. Eighty-four per cent of all principals had professional training at or beyond the bachelor's degree level. Twenty-seven principals had an undergraduate major outside the field of education, while thirty-two of the forty-four principals had graduate majors in the field of education.

2. Teachers. Seventy-one of the six hundred seventy-five teachers in the sample were males. Sixty-four per cent of all teachers were married. Sixty-six per cent of all teachers were less than thirty-nine years of age. The average number of teachers per grade level was eighty-seven. Sixty-four per cent of all teachers had more than five years teaching experience. Sixty-five per cent of all teachers had less than a bachelor's degree in professional training. Seventy-three per cent of teachers had undergraduate majors in education, while thirty per cent of all teachers had graduate majors in the field of education (Table I).

IV. DATA COLLECTION

All instruments were delivered to sample schools by the researcher during a ten day period. The initial contact with school principals afforded an opportunity to detail general instructions concerning instrument completion and to gather data pertaining to school enrolments and school faculty size. In all instances, principals agreed to conduct a general staff meeting to discuss the nature of the study with teachers and to distribute the research instruments. Furthermore, all principals agreed to complete the instruments themselves, and they were assured by the researcher that anonymity would be upheld in the reporting of the research. Principals were advised that the researcher would return to the school in one week to collect the completed questionnaires.

During the collection period, the researcher was advised by one principal that he and his staff had discussed the research project and had decided not to participate in the study. A small number of faculty who were absent from school during the project period, as well as a small number of faculty who were present during the week, did not respond. No attempts were made to contact eligible faculty members who did not complete the questionnaire during the established time periods.

Response

As Table II and III indicate the returns for the total sample were extremely high. Of the forty-five schools selected for the sample, forty-four returned questionnaires. As noted above, one principal and his staff had decided not to participate in the study. However, since instruments were delivered to this particular school they were included as part of the distributed questionnaires.

Table II reports the number of questionnaires which were distributed and returned. The percentages of returns are also reported in this Table. With 675 of 798 teachers providing usable questionnaires, an eighty-seven per cent teacher return was secured for this investigation. In addition, forty-four of forty-five principals completed the instruments. The return for principals was 97 per cent. The total return for the sample was 86.5 per cent.

Table III presents figures on the number and percentage of usable returns. 44 principals and 675 teachers provided usable returns.

While distributing questionnaires to each of the sample schools in the twelve school districts, school PCI ratings (based on control orientation descriptions) were secured from all superintendents or their designated supervisors. Superintendents or their designates were requested

TABLE II

NUMBER OF QUESTIONNAIRES DISTRIBUTED AND RETURNED

Respondents	Questionnaires Distributed	Questionnaires Returned	Per Cent Returned
Teachers	798	685	87
Principals	45	44	97
Totals	843	729	86.5

TABLE III

NUMBER OF QUESTIONNAIRES COMPRISING FINAL SAMPLE

Respondents	Questionnaires Returned	Usable Questionnaires	Per Cent of usable Questionnaires
Teachers	685	675	98
Principals	44	44	100
Total	729	719	98

to rate schools within their jurisdiction on either the five-point custodial or the five-point humanistic rating scale (Appendix G).

V. SIGNIFICANCE LEVELS

When research hypotheses are used, the element of objectivity requires that the significance level be set in advance of data collection. According to Popham (1967:53): "It has been conventional in behavioral science research work to use .05 and the .01 levels of significance."

Since an earlier finding (Helsel 1971) had revealed a positive relationship between teacher status obeisance and pupil control ideology, the .01 level of significance was established for the three principal hypotheses. The .05 level of significance was employed in the treatment of data related to the sub-problems of this investigation.

In each instance, however, when more significant levels were revealed, they were reported.

VI. STATISTICAL PROCEDURES

Responses to the PCI Form and the Status Obeisance Scale were hand scored on regular data program recording sheets. The results, along with certain demographic information on each respondent and each school were printed on

IBM cards. Verifications were then made in order to complete the analysis of data on the IBM 360/367 data processing system at the Computer Center of the University of Alberta.

The statistical procedure employed for testing the three major hypotheses, as well as the first sub-problem of the study, was the t-test for the difference between the means of two independent samples. The t-test is a parametric test used to determine just how great the difference between two means must be in order for it to be judged significant, that is, a significant departure from differences which might be expected by chance alone (Popham 1967:130). The program selected for this study was "T-Tests with Tests on Variances and Welch Approximations." The program was prepared at the Division of Educational Research Services of the University of Alberta.

To test for significant differences between means of two or more groups, and to assess the degree of relationship between the two major variables of the study, other programs selected for statistical treatment were: (1) One-Way Analysis of Variance, (2) Pearson Product-Moment Correlations, and (3) Scheffé Multiple Comparison of Means (where appropriate).

For hypothesis one, the problem was to determine the

difference, if any, between the PCI mean scores of teachers serving in those schools which scored in the upper quartile on the authority dimension of obeisance and those serving in schools from the lower quartile on this dimension. Because of earlier research on pupil control ideology (Helsel 1971, Willower et al. 1967) and a recent finding which showed a relationship between status obeisance and pupil control ideology, the level of significance was set at .01. The prediction was that teachers from schools in the upper quartile (grouped by obeisance scores) would be significantly more custodial in pupil control ideology than their teaching counterparts grouped by the lower obeisance quartile.

Closely related to the first, the problem in hypothesis two was to determine the difference, if any, between the PCI Form mean scores of principals serving in schools in both the upper and lower quartiles grouped by the authority dimension. The prediction made was that principals from schools in the upper quartile on obeisance would be significantly more custodial in pupil control ideology than their colleagues grouped in the lower obeisance quartile.

Again using the upper and lower obeisance quartiles for delineations, the third hypothesis predicted that schools grouped in the upper quartile on obeisance would be

significantly more custodial in pupil control ideology than schools grouped into the lower obeisance quartile.

While other sub-problems and questions relating to school and sample characteristics were investigated, no specific hypotheses were formulated. However, results of these investigations are reported so that comparisons could be made with similar data from previous research.

VII. SUMMARY

This chapter has presented a description of the instruments used in the study, as well as a report of their reliability and validity. Sampling procedures were outlined along with a brief description of the sample. The method of data collection was specified, as well as significance levels and the statistical techniques employed in the treatment of data.

The findings of the empirical analyses are reported in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

I. INTRODUCTION

Teachers have been shown to vary in attitude towards authority and deference to their administrative superiors (Helsel, 1971). Teachers have also been described as having a salient concern for control with respect to the relationship of teachers to students (Willower and Jones, 1963). Willower, Eidell, and Hoy (1967) have presented data which confirmed their prediction that those directly responsible for the control of unselected pupils would be more custodial in their control ideology than those less directly responsible for pupil control. Helsel (1971) reported research which revealed a positive relationship between teacher status obeisance and pupil control ideology. Data gathered in this investigation further examined status obeisance and pupil control ideology of teachers and principals serving in a sample of Canadian elementary schools located in the Province of Nova Scotia.

This chapter presents the results of the empirical phase of the study which tested the hypotheses concerning the relationship between obeisance and the pupil control ideology of teachers and principals in the selected sample. The presentation of the findings is organized on the basis

of the statistical design detailed in the previous chapter. Section two of this chapter presents data on correlations between the obeisance dimension of authority and the pupil control ideology of educators serving in the sample schools. Variations of sample schools on both the dependent and the independent variables are presented in section three. Analysis of findings on the major hypotheses which guided the research are reported in section four. Section five reports data on sub-problems pertaining to obeisance and pupil control ideology as related to certain school organization variables: size, locality, Provincial Percentage Proportions of the Foundation Grant paid to municipalities (see Appendix H), and PCI school ratings by respective elementary school supervisors. Demographic data of teachers and principals concerning the relationship of selected sample characteristics to obeisance and custodialism are presented in the sixth section of the chapter.

II. PEARSON PRODUCT-MOMENT CORRELATIONS BETWEEN STATUS OBEISANCE AND PUPIL CONTROL IDEOLOGY FOR MALE AND FEMALE TEACHERS AND PRINCIPALS

A finding from earlier research (Helsel 1971) was re-examined to investigate the relationship between status obeisance and pupil control ideology as it occurred in a sample of schools in the Province of Nova Scotia. The statistical procedure used to test the relationship between

these two variables was the Pearson Product-Moment Correlation. Results disclosed that the positive relationship between these two variables remained fairly constant whether teachers or principals were tested separately or taken as total groups. Correlations between the two variables for all groups were significant at the .01 level. Relevant data are reported in Table IV. While taking into account the different population sizes for teachers and principals, it is noted that correlations between the two variables for principals were slightly higher than those for teachers (Table D, Popham 1967:396).

III. VARIATIONS IN OBEISANCE ORIENTATION AND PUPIL CONTROL IDEOLOGY IN SCHOOLS

Schools in the sample tested were found to have wide variations in both obeisance and pupil control ideology. There was also a wide variation of obeisant and control orientations for teachers and principals within particular schools. In none of the schools tested could it be said that teachers and their principal were in general agreement on either control or obeisance orientations. However, when tested separately, teachers in all schools were found to be significantly more custodial in their pupil control ideology than all principals in the sample. The mean PCI Form score for all teachers was 51.66 and for all principals 48.55. The computed t-value for this analysis was 2.40. With

TABLE IV

PEARSON PRODUCT-MOMENT CORRELATIONS BETWEEN STATUS OBEISANCE AND PUPIL CONTROL IDEOLOGY FOR MALE AND FEMALE TEACHERS AND PRINCIPALS
N - 719

Teachers	Number	Correlation
Males	71	.47*
Females	604	.41*
Total	675	.41*
Principals	**Number**	**Correlation**
Males	34	.66*
Females	10	.74*
Total	44	.72*
Total	**Number**	**Correlation**
Males	105	.52*
Females	614	.41*
Total	719	.43*

* Significant at the .01 level

1 and 717 degrees of freedom, this t-value was significant at the .05 level. Teachers and principals did not differ significantly on the obeisance dimension of authority. Relevant data are presented in Tables V and VI.

Data presented in Figure 2 show the wide variation in schools on the obeisant dimension of authority and pupil control ideology. School PCI and status obeisance scores were computed by calculating a total mean score from data received from all teachers and the principal serving in a particular school. School scores on both variables were used for relative placements of schools on the authority-control matrix. Teachers and principals in the sample had a mean PCI Form score of 51.47, while the total status obeisance mean score was 109.19. Twenty-three of the forty-four schools in the sample ranked above the mean for all schools on the authority dimension, while an equal number of schools scored above and below the mean for all schools on pupil control ideology. Pertinent data appear in Table VII.

IV. SUMMARY OF DATA ANALYSIS FOR MAJOR HYPOTHESES

The statistical procedure employed for testing the three major hypotheses which guided the research was the *t*-test for the difference between the means of two independent samples. Significance levels were established at .01.

TABLE V

A COMPARISON OF MEANS BETWEEN TEACHERS' AND PRINCIPALS PCI SCORES
N = 719

	Number	Mean	Standard Deviation	t Value
Principals	44	48.55	7.84	2.40*
Teachers	675	51.66	8.39	

* Significant at the .05 level

TABLE VI

A COMPARISON OF MEANS BETWEEN TEACHERS AND PRINCIPALS STATUS OBEISANCE SCORES
N = 719

	Number	Mean	Standard Deviation	t Value
Principals	44	108.95	18.22	.07
Teachers	675	109.20	20.38	

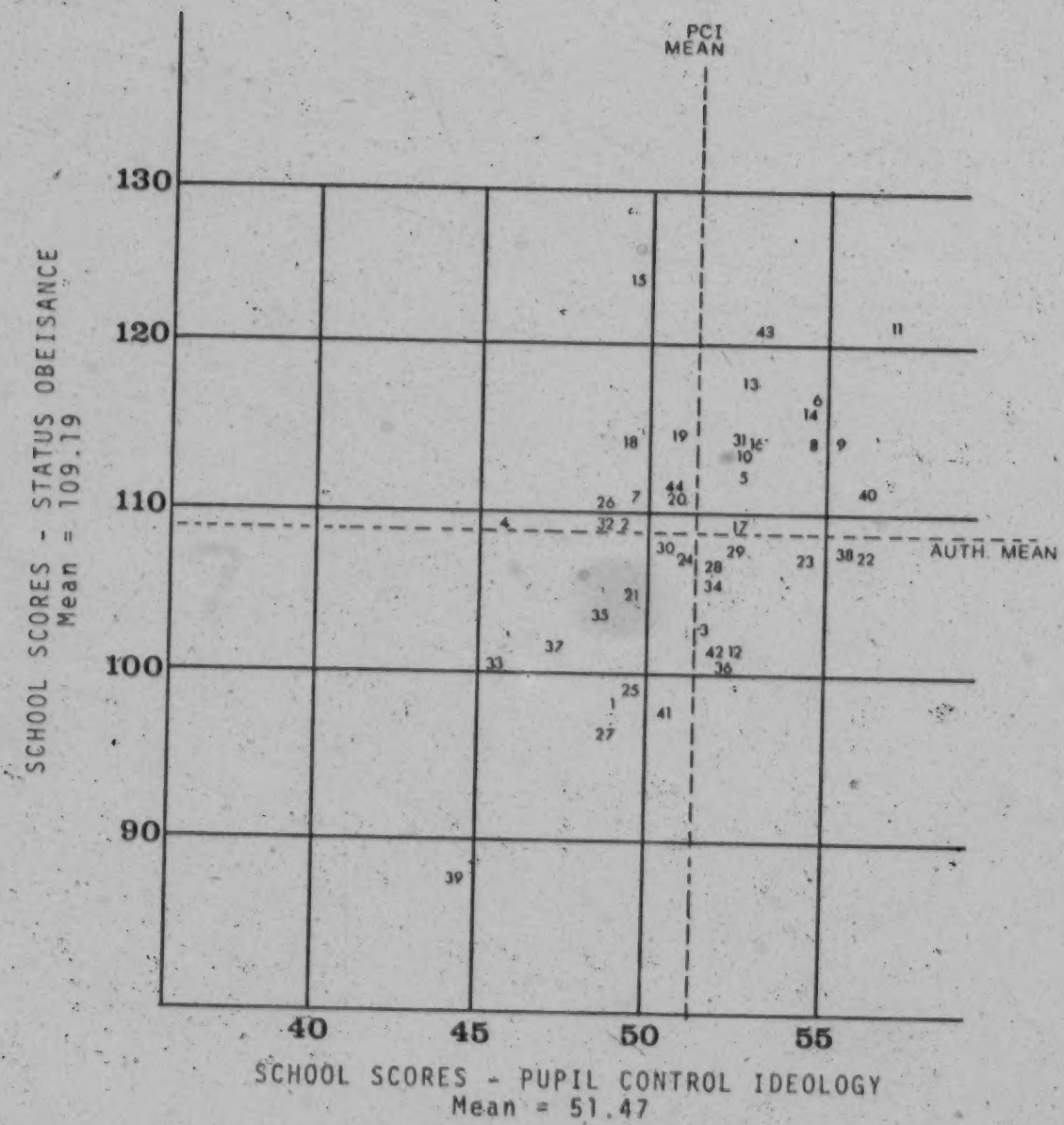

Figure 2. Placement of Schools on Status Obeisance and Pupil Control Orientations

TABLE VII

SUMMARY OF PCI AND STATUS OBEISANCE MEANS FOR ALL TEACHERS AND PRINCIPALS
N = 719

Total	PCI Mean	Standard Deviation	Status Obeisance Mean	Standard Deviation
Teachers and Principals	51.47	8.38	109.19	20.23

Relationship Between PCI and Status Obeisance in Teachers, Principals and Schools

H.1. Teachers serving in schools which are relatively high on the authority dimension of obeisance will be significantly more custodial in their pupil control ideology than teachers serving in schools which are relatively low on the authority dimension.

Operationally, school scores were determined by computing the total mean both on the PCI Form and the Obeisance Scale for the principal and all teachers serving in a particular school. This procedure made it possible to determine comparative mean scores for each of the schools in the sample regardless of the number of teachers who taught in any one school.

To test the predictions made, schools scoring in the upper quartile on the authority dimension were labelled high

obeisance schools while those with scores in the lower quartile were judged to be low obeisance schools. Eleven schools appeared in each of the two extreme quartiles. Relative placements of the twenty-two schools included in these quartiles are represented in Figure 2. Data pertaining to the respective mean PCI and mean status obeisance scores for these schools appear in Table VIII.

For testing this hypothesis, calculations were based on analysis of data from teachers grouped according to whether they taught in the eleven high or the eleven low obeisance schools. Mean school scores were used in determining relative teacher placements (see Figure 2 and Table VIII). The t-test computed for this hypothesis yielded a t-test value of 4.10. With 1 and 317 degrees of freedom the t-value was significant beyond the .001 level. According to the previously defined level of significance, this hypothesis was affirmed. One hundred and one of the 162 (62.3%) teachers serving in the high obeisance schools and seventy-seven of the 157 (49.1%) teachers serving in the low obeisance schools had individual PCI scores which were above the mean PCI score for all teachers. Relevant data are presented in Table IX.

A second hypothesis, closely related to the first, was concerned with principals serving in high and low obeisance schools.

TABLE VIII

MEAN PCI AND MEAN STATUS OBEISANCE SCHOOL SCORES OF TEACHERS AND PRINCIPALS IN HIGH AND LOW OBEISANCE SCHOOLS
N = 22

HIGH OBEISANCE SCHOOLS			LOW OBEISANCE SCHOOLS		
School Number	PCI Score	Status Obeisance Score	School Number	PCI Score	Status Obeisance Score
6	55.00	117.44	1	49.30	99.50
8	54.64	114.54	3	51.50	104.25
9	55.09	114.55	12	52.84	101.90
11	57.25	122.17	25	49.17	99.78
13	53.58	117.67	27	48.42	96.50
14	54.22	116.39	33	45.10	100.40
15	49.88	124.00	36	52.74	101.00
16	53.55	114.15	37	47.68	102.42
18	49.69	114.00	39	44.25	87.63
19	51.20	115.33	41	50.33	97.88
43	53.17	120.28	42	52.06	101.39

TABLE IX

A COMPARISON OF MEANS BETWEEN PCI SCORES OF TEACHERS GROUPED BY HIGH AND LOW OBEISANCE SCHOOLS
N - 319

	Number	Mean	Standard Deviation	t Value
Teachers in High Obeisance Schools	162	53.73	6.84	4.10*
Teachers in Low Obeisance Schools	157	50.12	8.78	

* Significant at the .001 level

H.2. Principals serving in schools which are relatively high on the authority dimension of obeisance will be significantly more custodial in their pupil control ideology than principals serving in schools which are relatively low on the authority dimension.

Calculations for this hypothesis were based on analysis of data received from all principals grouped according to whether they served in the eleven high or the eleven low obeisance schools. Mean school scores were again used for relative placement of principals. (see Figure 2 and Table VIII). The computed t-test for this hypothesis yielded a t-value of .02, indicating that this hypothesis could not be accepted. Five of the eleven principals

serving in both high and low obeisance schools respectively, had individual PCI scores which were above the mean PCI score for all principals. Data concerning this hypothesis are reported in Table X.

TABLE X

A COMPARISON OF MEANS BETWEEN PCI SCORES OF PRINCIPALS GROUPED BY HIGH AND LOW OBEISANCE SCHOOLS
N = 22

	Number	Mean	Standard Deviation	t Value
Principals in High Obeisance Schools	11	46.73	7.39	.02
Principals in Low Obeisance Schools	11	46.82	8.94	

A third hypothesis pertained to high and low obeisance schools. Operationally, school means were calculated from the PCI scores of teachers and their principal within particular schools.

H.3. Schools which are relatively high on the authority dimension of obeisance will be significantly more custodial in pupil control ideology than schools which are relatively low on the authority dimension.

A t-test carried out to compare the PCI school means for this hypothesis yielded a t-value of 3.56. With 1 and

20 degrees of freedom the t-value was significant beyond the .01 level and the hypothesis must be accepted. Eight of the eleven high obeisance schools and four of the eleven low obeisance schools had mean PCI school scores which were above the mean PCI score for all schools. Relevant data concerning this hypothesis are reported in Table XI.

TABLE XI

A COMPARISON OF MEANS BETWEEN PCI SCORES OF HIGH AND LOW OBEISANCE SCHOOLS
N = 22

	Number	Mean	Standard Deviation	t Value
High Obeisance Schools	11	53.39	2.32	3.56*
Low Obeisance Schools	11	49.40	2.90	

* Significant at the .01 level

V. RELATED SUB-PROBLEMS AND FINDINGS

The data gathered in this investigation afforded an opportunity to examine status obeisance and pupil control ideology of teachers and principals serving in schools which varied in size, locality, and Provincial Proportions of the

Foundation Grant paid to the various municipalities (Appendix H). In addition, PCI school ratings (Appendix G) were secured from elementary supervisors in order to compare these school PCI ratings with the actual PCI school scores obtained from teachers and principals by the PCI Form. The t-test, one-way analysis of variance, and (where appropriate) the Scheffé Multiple Means test were procedures employed to make comparisons among groups related to these organization variables.

Although no prior predictions were made concerning these sub-problems, statistical procedures were employed to test for differences in mean PCI and mean status obeisance scores when schools were grouped by the selected organization characteristics. A summary of findings on this empirical phase of the study is presented in the following section of the chapter.

Analysis of Difference of PCI and Status Obeisance Scores in Large and Small Schools

Sub-problem 1. The first sub-problem was to determine whether or not there existed significant differences in teacher and principal mean PCI and mean status obeisance scores when schools were grouped according to size.

Operationally, schools with student enrolments above the 500 figure were classified as large schools. Seventeen schools were labelled as large schools, while twenty-seven

had student enrolment less than the 500 figure (Table LVIII, Appendix H). A t-test was used to compare the mean PCI and mean status obeisance scores for teachers and principals serving in the large and small schools.

Findings. Although it may be subjectively contended that teachers and principals in large schools would be more custodial and more obeisant in control and authority orientations than their counterparts in small schools, this investigation did not support such a contention. Aside from the observation that principals of small schools had slightly higher mean obeisance and mean PCI scores than their colleagues in large schools, teachers and principals serving in large and small schools had virtually identical scores for both the control and the authority measures. Summary data are presented in Tables XII and XIII.

Analysis of Difference of PCI and Status Obeisance Scores in Rural, Town, Inner City, and Suburban Schools

Sub-problem 2. The nature of this particular sub-problem was to determine whether or not there existed significant differences in teacher and principal mean PCI and mean status obeisance scores when schools were grouped by locality. The random sample for this study included 10 rural schools, 11 town schools, 13 inner city schools, and 10 suburban schools.

TABLE XII

A COMPARISON OF MEANS BETWEEN PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY SCHOOL SIZE
N = 719

Teachers	Number	Mean	Standard Deviation	t Value
Large Schools	323	51.37	9.13	.85
Small Schools	352	51.92	7.66	
Principals	**Number**	**Mean**	**Standard Deviation**	**t Value**
Large Schools	17	47.65	7.09	.60
Small Schools	27	49.11	8.35	
Total	**Number**	**Mean**	**Standard Deviation**	**t Value**
Large Schools	340	51.19	9.06	.85
Small Schools	379	51.72	7.74	

TABLE XIII

A COMPARISON OF MEANS BETWEEN STATUS OBEISANCE SCORES OF TEACHERS AND PRINCIPALS GROUPED BY SCHOOL SIZE
N = 719

Teachers	Number	Mean	Standard Deviation	t Value
Large Schools	323	108.80	20.99	.49
Small Schools	352	109.57	19.83	

Principals	Number	Mean	Standard Deviation	t Value
Large Schools	17	105.53	17.55	.99
Small Schools	27	111.11	18.62	

Total	Number	Mean	Standard Deviation	t Value
Large Schools	340	108.64	20.82	.69
Small Schools	379	109.68	19.73	

Findings. A one-way analysis of variance procedure was used to test for differences in mean PCI scores for teachers and principals employed in schools from the four localities. Teachers serving in both rural and town schools were found to be significantly more custodial in their pupil control ideology than their counterparts serving in suburban schools. Analysis of variance of mean PCI scores of principals grouped by school locality revealed that principals in inner city schools were more custodial in pupil control ideology than principals in suburban schools. Application of the Scheffé Test For Comparison of Multiple Means, however, did not show the difference to be significant at the .05 level. When principals and teachers were tested together, the results of analysis revealed that rural and town schools were significantly more custodial than suburban schools. Relevant data appear in Tables XIV to XIX.

Analysis of variance procedures to test for mean differences in teacher and principal authority orientations revealed that rural and town teachers were significantly more obeisant than inner city teachers. Town teachers in the sample were also significantly more obeisant in authority orientation than suburban teachers. While principals in inner city schools had a higher mean obeisance score than their rural, town, or suburban counterparts, the

TABLE XIV

ANALYSIS OF VARIANCE FOR PCI SCORES OF TEACHERS GROUPED BY SCHOOL LOCALITY
N = 675

Locality	Number	Mean	Standard Deviation	F Value
Rural	155	52.71	8.51	3.96*
Town	158	52.78	7.35	
Inner City	187	51.33	8.93	
Suburban	175	50.08	8.38	

* Significant at the .05 level

TABLE XV

PROBABILITY MATRIX FOR SCHEFFE MULTIPLE COMPARISON OF PCI MEANS OF TEACHERS GROUPED BY SCHOOL LOCALITY
N = 675

Locality	Rural	Town	Inner City
Town	0.9999		
Inner City	0.5067	0.4585	
Suburban	0.0434*	0.0344*	0.5688

* Significant at the .05 level

TABLE XVI

ANALYSIS OF VARIANCE FOR PCI SCORES OF PRINCIPALS GROUPED BY SCHOOL LOCALITY
N = 44

Locality	Number	Mean	Standard Deviation	F Value
Rural	10	47.50	6.06	2.94*
Town	11	46.82	8.39	
Inner City	13	53.46	6.36	
Suburban	10	45.10	8.47	

* Significant at the .05 level

TABLE XVII

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF PCI MEANS OF PRINCIPALS GROUPED BY SCHOOL LOCALITY
N = 44

Locality	Rural	Town	Inner City
Town	0.9975		
Inner City	0.3088	0.1999	
Suburban	0.9111	0.9622	0.0789

TABLE XVIII

ANALYSIS OF VARIANCE FOR PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY SCHOOL LOCALITY
N = 719

Locality	Number	Mean	Standard Deviation	F Value
Rural	165	52.39	8.46	3.80*
Town	169	52.39	7.54	
Inner City	200	51.47	8.79	
Suburban	185	49.81	8.44	

* Significant at the .05 level

TABLE XIX

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF PCI MEANS OF TEACHERS AND PRINCIPALS GROUPED BY SCHOOL LOCALITY
N = 719

Locality	Rural	Town	Inner City
Inner City	0.7719	0.7703	
Suburban	0.0398*	0.0384*	0.2871

* Significant at the .05 level

difference did not reacher significant levels. When teachers and principals were tested together, rural and town schools were found to be significantly more obeisant than inner city schools. Relevant data are reported in Tables XX to XXV.

Analysis of Difference of PCI and Status Obeisance Scores in Schools Grouped by Provincial Percentages of Foundation Grant Paid to Municipalities

Sub-problem 3. This sub-problem was to determine whether or not there existed significant differences in teacher and principal PCI and status obeisance scores when schools were grouped according to the Provincial Proportions of the Foundation Grant paid to the various municipalities. Percentage of the grant paid to different localities are based on government-gathered census information related to the abilities of counties and municipalities to pay for education services within their respective districts (Personal correspondence with Supervisor of Instruction, Department of Education, Halifax, Nova Scotia 1972.)

For comparison purposes, schools were grouped into categories by percentage quartiles of provincial allotments paid to the various districts. Data gathered from the Nova Scotia Provincial Department of Education (Halifax) was used for grouping schools into the four classifications. (see Appendix F). Seven and fourteen schools appeared in

TABLE XX

ANALYSIS OF VARIANCE FOR STATUS OBEISANCE SCORES OF TEACHERS GROUPED BY SCHOOL LOCALITY
N = 675

Locality	Number	Mean	Standard Deviation	F Value
Rural	155	113.23	17.83	10.86*
Town	158	113.94	17.75	
Inner City	187	103.30	21.91	
Suburban	175	107.67	21.35	

* Significant at the .05 level

TABLE XXI

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF STATUS OBEISANCE MEANS OF TEACHERS GROUPED BY SCHOOL LOCALITY
N = 675

Locality	Rural	Town	Inner City
Town	0.9917		
Inner City	0.0001*	0.0000*	
Suburban	0.0957	0.0426*	0.2294

* Significant at the .05 level

TABLE XXII

ANALYSIS OF VARIANCE FOR STATUS OBEISANCE SCORES OF PRINCIPALS GROUPED BY SCHOOL LOCALITY
N = 44

Locality	Number	Mean	Standard Deviation	F Value
Rural	10	107.50	12.87	0.42
Town	11	106.73	18.00	
Inner City	13	113.77	20.06	
Suburban	10	106.60	21.80	

TABLE XXIII

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF STATUS OBEISANCE MEANS OF PRINCIPALS GROUPED BY SCHOOL LOCALITY
N = 44

Locality	Rural	Town	Inner City
Town	0.9998		
Inner City	0.8861	0.8361	
Suburban	0.9997	1.0000	0.8396

TABLE XXIV

ANALYSIS OF VARIANCE FOR STATUS OBEISANCE SCORES OF TEACHERS AND PRINCIPALS GROUPED BY SCHOOL LOCALITY
N = 719

Locality	Number	Mean	Standard Deviation	F Value
Rural	165	112.88	17.60	9.45*
Town	169	113.47	17.80	
Inner City	200	103.99	21.90	
Suburban	185	107.61	21.32	

* Significant at the .05 level

TABLE XXV

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF STATUS OBEISANCE MEANS OF TEACHERS AND PRINCIPALS GROUPED BY SCHOOL LOCALITY
N = 719

Locality	Rural	Town	Inner City
Town	0.9947		
Inner City	0.0005*	0.0001*	
Suburban	0.1072	0.0543	0.3637

* Significant at the .05 level

the first and second quartiles (0-25% and 26-50%), while thirteen and ten schools ranked in the third and fourth quartiles (51-75%) and 76-100%). Based on ability to pay for education services, schools grouped by quartile four were located in municipalities which received the highest provincial proportions (76-100%) of the Foundation Grant paid to the various municipalities. Schools from quartile one received least proportions of Provincial Grant.

Findings. One-way analysis of variance was used to compare the mean obeisance and the mean pupil control ideology scores of teachers and principals serving in schools grouped according to the four classifications.

Teachers serving in schools represented by the fourth quartile were significantly more custodial in pupil control ideology than their counterparts grouped by the second quartile. Principals grouped by the four classifications showed no significant differences in pupil control ideology. When teachers and principals were tested together however, schools from the fourth quartile were found to be significantly more custodial than schools grouped by the second quartile. With the exception of teachers from schools in quartile two, teacher custodialism was increasingly higher in both quartiles three and four. While differences for principals did not reach significant levels, a clear trend toward more humanistic ideology was

observed from quartile one to quartile four. Data pertaining to this analysis are presented in Tables XXVI to XXXI.

Results of statistical procedures pertaining to the obeisant dimension of authority for educators grouped by Provincial Foundation Grant allotments revealed a clear trend to more obeisance in teachers in schools from municipalities which received higher provincial proportions of the Foundation Grant for educational service.

Teachers grouped by quartiles two, three, and four were increasingly and significantly more obeisant than their counterparts classified in the first quartile. Principals grouped by the four categories on the other hand, showed no significant differences in obeisant orientation. When teachers and principals were tested together for comparison purposes, schools grouped by quartiles two, three, and four showed significantly more obeisance than schools from the first quartile.

With the exception of the fourth quartile classification, principals showed less obeisant orientations in quartiles one, two, and three, while teachers were increasingly and significantly more obeisant in each of the four Provincial Grant allotment quartiles.

It is noted that fifteen of the twenty-one schools which ranked below the obeisant mean for all schools were

TABLE XXVI

ANALYSIS OF VARIANCE FOR PCI SCORES OF TEACHERS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 675

Grant Allotments Per School	Number	Mean	Standard Deviation	F Value
First Quartile	107	51.53	8.66	4.53*
Second Quartile	224	50.41	8.82	
Third Quartile	209	51.72	8.48	
Fourth Quartile	135	53.75	6.86	

* Significant at the .05 level

TABLE XXVII

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF PCI MEANS OF TEACHERS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 675

Grant Allotments Per School	Quartile One	Quartile Two	Quartile Three
Quartile Two	0.7234		
Quartile Three	0.9981	0.4408	
Quartile Four	0.2393	0.0038*	0.1841

* Significant at the .05 level

(Data Source - Nova Scotia Department of Education, Halifax)

TABLE XXVIII

ANALYSIS OF VARIANCE FOR PCI SCORES OF PRINCIPALS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 44

Grant Allotments Per School	Number	Mean	Standard Deviation	F Value
First Quartile	7	51.14	8.82	1.25
Second Quartile	14	50.79	7.51	
Third Quartile	13	46.69	7.26	
Fourth Quartile	10	46.00	8.04	

TABLE XXIX

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF PCI MEANS OF PRINCIPALS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 44

Grant Allotments Per School	Quartile One	Quartile Two	Quartile Three
Quartile Two	0.9997		
Quartile Three	0.6859	0.6038	
Quartile Four	0.6178	0.5357	0.9975

(Data Source - Nova Scotia Department of Education, Halifax)

TABLE XXX

ANALYSIS OF VARIANCE FOR PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 719

Grant Allotments Per School	Number	Mean	Standard Deviation	F Value
First Quartile	114	51.51	8.63	3.34*
Second Quartile	238	50.43	8.74	
Third Quartile	222	51.43	8.48	
Fourth Quartile	145	51.47	7.19	

* Significant at the .05 level

TABLE XXXI

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF PCI MEANS OF TEACHERS AND PRINCIPALS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 719

Grant Allotments Per School	Quartile One	Quartile Two	Quartile Three
Quartile Two	0.7315		
Quartile Three	0.9998	0.6492	
Quartile Four	0.4472	0.0189*	0.02609

* Significant at the .05 level

(Data Source - Nova Scotia Department of Education, Halifax)

from the first and second Provincial Grant quartile classifications. Similarly, sixteen of the twenty-three high obeisant schools were included in the third (51-75%) and fourth (76-100%) Provincial Grant quartiles (see Figure 2). Data pertaining to this analysis are presented in Tables XXXII to XXXVII.

Analysis of Difference of PCI and Status Obeisance Scores by Elementary Supervisors' PCI School Ratings

Sub-problem 4. The nature of this sub-problem was to compare Elementary Supervisors' School PCI ratings with teachers, principals, and school pupil control ideology scores secured by administering the PCI instrument.

Operationally, PCI ratings on schools in the sample were obtained from superintendents of schools, their assistants, or an elementary supervisor designated by respective superintendents. Supervisors were requested to read descriptions of custodial and humanistic orientations and to rate schools within their jurisdiction on a five-point custodial or a five-point humanistic scale (see Appendix G). The scale was later adapted to range control ideology school ratings from zero (humanistic) to nine (custodial). Supervisors' ratings for the forty-four sample schools ranged from a humanistic rating of two to a custodial rating of eight (Table LVIII, Appendix H).

TABLE XXXII

ANALYSIS OF VARIANCE FOR STATUS OBEISANCE SCORES OF TEACHERS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 675

Grant Allotments Per School	Number	Mean	Standard Deviation	F Value
First Quartile	107	101.07	22.45	8.87*
Second Quartile	224	108.57	21.38	
Third Quartile	209	111.16	19.47	
Fourth Quartile	135	113.68	16.19	

* Significant at the .05 level

TABLE XXXIII

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF STATUS OBEISANCE MEANS OF TEACHERS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 675

Grant Allotments Per School	Quartile One	Quartile Two	Quartile Three
Quartile Two	0.0179*		
Quartile Three	0.0005*	0.6119	
Quartile Four	0.0001*	0.1404	0.7300

*Significant at the .05 level

(Data Source - Nova Scotia Department of Education, Halifax)

TABLE XXXIV

ANALYSIS OF VARIANCE FOR STATUS OBEISANCE SCORES OF PRINCIPALS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 44

Grant Allotments Per School	Number	Mean	Standard Deviation	F Value
First Quartile	7	114.57	25.62	0.63
Second Quartile	14	110.00	18.19	
Third Quartile	13	103.54	15.23	
Fourth Quartile	10	110.60	17.01	

TABLE XXXV

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF STATUS OBEISANCE MEANS OF PRINCIPALS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 44

Grant Allotments Per School	Quartile One	Quartile Two	Quartile Three
Quartile Two	0.9621		
Quartile Three	0.6563	0.8428	
Quartile Four	0.9788	0.9999	0.8425

(Data Source - Nova Scotia Department of Education, Halifax)

TABLE XXXVI

ANALYSIS OF VARIANCE FOR STATUS OBEISANCE SCORES OF TEACHERS AND PRINCIPALS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 719

Grant Allotments Per School	Number	Mean	Standard Deviation	F Value
First Quartile	114	101.89	22.77	7.79*
Second Quartile	238	108.65	21.17	
Third Quartile	222	110.72	19.30	
Fourth Quartile	145	113.47	16.21	

*Significant at the .05 level

TABLE XXXVII

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF STATUS OBEISANCE MEANS OF TEACHERS AND PRINCIPALS GROUPED BY PROVINCIAL GRANT ALLOTMENTS TO SCHOOL DISTRICTS
N = 719

Grant Allotments Per School	Quartile One	Quartile Two	Quartile Three
Quartile Two	0.0324*		
Quartile Three	0.0022*	0.7461	
Quartile Four	0.0001*	0.1556	0.6443

*Significant at the .05 level

(Data Source - Nova Scotia Department of Education, Halifax)

For comparison purposes, schools were categorized into three groups. Those schools which had received (relatively humanistic) ratings of two and three were combined into the first group. Schools with supervisor ratings ranging from four to six were grouped into the second classification. The third classification included schools which had received (relatively custodial) PCI school ratings of seven and eight.

A one-way analysis of variance procedure was employed to test for differences among school PCI ratings and the PCI scores of teachers, principals, and schools within the jurisdiction of the respective supervisor.

Findings. Consistent with school PCI ratings by supervisors, teachers serving in schools which had received ratings ranging from four to six (group two) were significantly more custodial than their teaching counterparts in group one. Teachers from schools with relatively custodial PCI ratings of seven and eight were more custodial than teachers in group one but the differences were not significant. Principals' PCI mean scores followed supervisors' PCI school ratings directionally, however, the differences were not significant. When tested together, teachers and principals from group two schools (PCI ratings of 4 - 6 were significantly more custodial in pupil control ideology than their counterparts in group one schools (PCI ratings of

2 - 3). Relevant data appear in Tables XXXVIII to XLIII.

VI. SPECIFIC SUB-PROBLEMS RELATED TO PERSONAL DEMOGRAPHIC VARIABLES

This section of the chapter reports a summary of mean PCI and mean status obeisance scores for teachers and principals as they relate to the personal demographic characteristics that were selected for this study. Although no specific hypotheses were formulated, other studies of pupil control ideology have made similar comparisons (Willower, Eidell, and Hoy 1967; Helsel 1971; and Hoy 1968).

With the exceptions of the comparison of mean PCI and mean status obeisance scores of males and females and similar comparisons for both graduate study and undergraduate characteristics, no other statistical tests were carried out. The intent in all other instances was to explore the patterns of status obeisance and pupil control ideology as teachers and principals were grouped by other selected personal characteristics.

Sex. Although a theoretical rationale was not presented to explain the relationship between sex and pupil control ideology, Helsel (1971:44) found sex and pupil control ideology to be significantly related. Data from the present investigation, however, did not confirm this finding. A t-test to compare the PCI mean scores for male and female

TABLE XXXVIII

ANALYSIS OF VARIANCE FOR PCI SCORES OF TEACHERS GROUPED BY SUPERVISOR'S SCHOOL PCI RATING
N = 675

Supervisor's School PCI Rating	Number	Mean	Standard Deviation	F Value
Group One (2-3)	124	50.12	9.28	3.57*
Group Two (4-6)	212	52.64	7.78	
Group Three (7-8)	339	51.61	8.39	

*Significant at the .05 level

TABLE XXXIX

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF PCI MEANS OF TEACHERS GROUPED BY SUPERVISOR'S SCHOOL PCI RATING
N = 675

Supervisor's School PCI Rating	Group One	Group Two
Group Two	0.0291*	
Group Three	0.2375	0.3717

*Significant at the .05 level

TABLE XL

ANALYSIS OF VARIANCE FOR PCI SCORES OF PRINCIPALS GROUPED BY SUPERVISOR'S SCHOOL PCI RATING
N = 44

Supervisor's School PCI Rating	Number	Mean	Standard Deviation	F Value
Group One (2-3)	9	46.67	7.81	0.95
Group Two (4-6)	14	47.21	6.36	
Group Three (7-8)	21	50.24	8.69	

TABLE XLI

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF PCI MEANS OF PRINCIPALS GROUPED BY SUPERVISOR'S SCHOOL PCI RATING
N = 44

Supervisor's School PCI Rating	Group One	Group Two
Group Two	0.9868	
Group Three	0.5260	0.5409

TABLE XLII

ANALYSIS OF VARIANCE FOR PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY SUPERVISOR'S SCHOOL PCI RATING
N = 719

Supervisor's School PCI Rating	Number	Mean	Standard Deviation	F Value
Group One (2-3)	133	49.89	9.21	3.52*
Group Two (4-6)	226	52.31	7.80	
Group Three (7-8)	360	51.73	8.37	

TABLE XLIII

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF PCI MEANS OF TEACHERS AND PRINCIPALS GROUPED BY SUPERVISOR'S SCHOOL PCI RATING
N = 719

Supervisor's School PCI Rating	Group One	Group Two
Group Two	0.0306*	
Group Three	0.1538	0.5512

* Significant at the .05 level

teachers and principals revealed no significant differences in pupil control ideology when teachers and principals were grouped according to sex. Data pertaining to this analysis are reported in Table XLIV.

A t-test to compare the mean status obeisance scores for male and female principals produced a t-value of 2.17. With a population of thirty-four male and ten female principals, the t-value was significant at the .05 level. Female principals were significantly more obeisant than male principals. No significant differences were found among teachers on the obeisant dimension of authority as related to the sex characteristic. Relevant data are presented in Table XLV.

Marital status. For comparison purposes, mean obeisance and mean PCI scores of teachers and principals were grouped according to marital status (Table XLVI). Single teachers were less obeisant in authority orientation and more humanistic in pupil control ideology than either married teachers or teachers grouped under the classification (other). Similarly, married teachers tended to be more humanistic in control ideology and less obeisant in authority orientation than teachers grouped under (other) classification.

Principals' mean obeisance and mean control ideology

TABLE XLIV

T-TESTS OF PCI SCORES OF TEACHERS AND PRINCIPALS
GROUPED BY SEX
N = 719

Teachers	Number	Mean	Standard Deviation	t Value
Males	71	51.89	10.15	0.24
Females	604	51.63	8.17	

Principals	Number	Mean	Standard Deviation	t Value
Males	34	47.53	8.05	1.62
Females	10	52.00	6.20	

Total	Number	Mean	Standard Deviation	t Value
Males	105	50.48	9.70	1.31
Females	614	51.64	8.14	

TABLE XLV

T-TESTS OF STATUS OBEISANCE SCORES OF TEACHERS AND PRINCIPALS GROUPED BY SEX
N = 719

Teachers	Number	Mean	Standard Deviation	t Value
Males	71	108.85	17.55	.16
Females	604	109.25	20.70	

Principals	Number	Mean	Standard Deviation	t Value
Males	34	105.85	17.02	2.17*
Females	10	119.50	19.07	

Total	Number	Mean	Standard Deviation	t Value
Males	105	107.88	17.35	.72
Females	614	109.41	20.70	

* Significant at the .05 level

TABLE XLVI

MEAN STATUS OBEISANCE AND MEAN PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY MARITAL STATUS
N = 719

Teachers	Number	Mean Obeisance Scale Score	Mean PCI Form Score
Single	192	103:95	50.11
Married	440	110.81	52.11
Other	43	116.26	54.00

Principals	Number	Mean Obeisance Scale Score	Mean PCI Form Score
Single	5	117.40	51.20
Married	37	108.41	48.51
Other	2	98.00	42.50

scores grouped by the marital status characteristic showed a reverse trend over teacher classifications. Single principals tended to be more obeisant and more custodial in control ideology than married principals. Married principals in turn, tended to be more obeisant and more custodial than principals grouped under the classification (other). While the obeisance and control ideology pattern for principals was reversed over the teacher trend, there were too few principals in categories one and three to make an adequate comparison.

Age. Mean obeisance and mean PCI scores for teachers and principals as related to age classification are presented in Table XLVII. These data show that older teachers tended to be more obeisant in authority orientation and more custodial in pupil control ideology than their younger colleagues. The trend was to higher mean PCI and mean status obeisance scores for teachers grouped from age category one to age category five.

For principals, the pattern of increased obeisance and custodialism with age remained constant with the exception of the 60-64 age group. However, there were perhaps too few principals in the fourth category for meaningful comparison.

Position. A comparison of mean PCI Form and mean

TABLE XLVII

MEAN STATUS OBEISANCE AND MEAN PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY AGE
N = 719

Teachers	Number	Mean Obeisance Scale Score	Mean PCI Form Score
20 - 29 yrs.	314	102.85	50.47
30 - 39 yrs.	132	109.30	50.17
40 - 49 yrs.	100	116.08	52.91
50 - 59 yrs.	96	117.96	54.11
60 - 69 yrs.	33	123.03	57.94

Principals	Number	Mean Obeisance Scale Score	Mean PCI Form Score
25 - 39 yrs.	14	101.50	43.21
40 - 49 yrs.	13	107.38	49.31
50 - 59 yrs.	13	118.15	53.08
60 - 64 yrs.	4	110.25	50.00

obeisance scores for teachers and principals with reference to position revealed no easily identified pattern of scores for either measure (Table XLVIII). However, two observations from these data would appear to be of general significance.

Teachers grouped in the eighth classification (other position) tended to be more humanistic in pupil control ideology than teachers from all other grade level categories. The eighth classification included counsellors, teaching specialists, and vice-principals. Further, non-teaching principals had a more humanistic mean score than their teaching colleagues. It will be recalled that a theoretical rationale (those responsible for the direct control of non-selected clients will be more custodial) was confirmed in an earlier study on pupil control ideology.

A further observation concerning the position characteristic and obeisance is that teachers grouped under the eighth classification (counsellors, specialists, vice-principals) had a lower obeisant mean score than their colleagues in all other groups.

Experience. Table XLIX summarizes obeisant and control orientation mean scores for teachers and principals as compared by professional experience. Although no predictions were made, the data gathered concerning PCI and

TABLE XLVIII

MEAN STATUS OBEISANCE AND MEAN PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY POSITION
N = 719

Teachers	Number	Mean Obeisance Scale Score	Mean PCI Form Score
Grade Primary	78	107.76	51.37
Grade One	86	112.16	52.05
Grade Two	85	115.05	53.25
Grade Three	85	110.46	51.13
Grade Four	90	107.37	50.60
Grade Five	87	105.62	52.44
Grade Six	102	109.73	52.20
*Other Position	62	104.03	49.56

Principals	Number	Mean Obeisance Scale Score	Mean PCI Form Score
Teaching	16	109.81	50.50
Non-Teaching	28	108.46	47.43

*(Classification includes: counsellors, specialists, and vice-principals)

TABLE XLIX

MEAN STATUS OBEISANCE AND MEAN PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY EXPERIENCE
N = 719

Teachers	Number	Mean Obeisance Scale Score	Mean PCI Form Score
Years			
1	52	106.77	49.67
2	38	99.16	49.10
3	56	101.41	49.79
4 - 5	102	104.67	51.62
6 - 9	113	106.38	51.91
10 - 20	204	112.93	51.05
21 - 47	110	118.00	55.34

Principals	Number	Mean Obeisance Scale Score	Mean PCI Form Score
Years			
1 - 5	10	102.00	46.30
6 - 10	10	107.70	49.00
11 - 20	13	104.92	45.31
21 - 40	11	121.18	54.00

status obeisance scores as related to experience afforded an opportunity to search for evidence of teacher socialization on pupil control ideology. Accordingly, teachers were grouped into seven categories by experience, while principals were grouped into four convenient categories. With the exception of categories two and six, more experienced teachers had more custodial and obeisant mean scores than their less experienced colleagues.

The experience categories for principals revealed a similar trend both for PCI and status obeisance means. Older principals tended to be more obeisant and more custodial than their younger colleagues. Scores for the thirteen principals grouped in the third category were the exception to this general trend of more custodialism and more obeisance with increased experience.

Professional training. Comparisons of PCI and status obeisance mean scores for teachers and principals grouped by professional training are presented in Table L. Examination of these data indicated that, with the exception of the twenty-three teachers who had professional training beyond the master's degree, custodialiam and obeisance were lower for educators with more training. That is, teachers and principals possessing higher professional certifications were generally more humanistic in pupil control ideology and less obeisant in authority orientation

TABLE L

MEAN STATUS OBEISANCE AND MEAN PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY PROFESSIONAL TRAINING
N = 719

Teachers	Number	Mean Obeisance Scale Score	Mean PCI Form Score
Less Than Bachelor Degree	442	112.02	52.29
Bachelor Degree	83	106.34	51.46
Beyond Bachelor Degree	127	101.87	49.74
Beyond Master's Degree	23	105.96	50.87

Principals	Number	Mean Obeisance Scale Score	Mean PCI Form Score
Less Than Bachelor Degree	7	118.14	51.00
Beyond Bachelor Degree	21	109.86	49.62
Beyond Master's Degree	16	103.75	46.06

than their less educated colleagues.

Undergraduate preparation. When teachers and principals were grouped by undergraduate preparation, differences in PCI and status obeisance mean scores were such as to warrant further investigation. Accordingly, t-tests were carried out to test for differences between teacher and principal groups when classified by undergraduate preparation. The t-tests revealed that teachers with undergraduate majors in education were significantly more custodial in their pupil control ideology than those with majors outside the field of education.

Principals with undergraduate majors in education did not differ significantly in pupil control ideology from their colleagues with undergraduate preparation outside the field of education. Relevant data are reported in Table LI.

A t-test to compare teachers' mean status obeisance scores when grouped by undergraduate preparation yielded a t-value of 4.98. This t-value was significant at the .001 level. Teachers with undergraduate majors in education were significantly more obeisant than their teaching counterparts with majors outside the field of education.

Principals grouped by these two categories did not differ significantly on the obeisant dimension of authority. Data pertaining to this analysis are presented in Table LII.

TABLE LI

COMPARISON OF MEANS BETWEEN PCI SCORES OF TEACHERS AND PRINCIPALS GROUPED BY UNDERGRADUATE PREPARATION
N = 719

Teachers	Number	Mean	Standard Deviation	t Value
Major In Education	499	52.23	8.53	2.97*
Major Outside Education	176	50.06	7.80	

Principals	Number	Mean	Standard Deviation	t Value
Major In Education	17	49.65	7.75	0.74
Major Outside Education	27	47.85	7.96	

* Significant at the .01 level

TABLE LII

COMPARISON OF MEANS BETWEEN STATUS OBEISANCE SCORES OF TEACHERS AND PRINCIPALS GROUPED BY UNDERGRADUATE PREPARATION
N = 719

Teachers	Number	Mean	Standard Deviation	t Value
Major In Education	499	111.48	20.04	4.98*
Major Outside Education	176	102.74	20.01	

Principals	Number	Mean	Standard Deviation	t Value
Major In Education	17	113.53	21.06	1.33
Major Outside Education	27	106.07	15.93	

* Significant at the .01 level

Graduate preparation. One-way analysis of variance and Scheffe Multiple Comparison of Means were procedures employed to test for differences in mean PCI scores of teachers grouped by graduate preparation. Computed analysis yielded an F-value of 4.34 which was significant at the .05 level. Non-graduate teachers were significantly more custodial in pupil control ideology than graduate teachers with majors in education. Relevant data appear in Tables LIII and LIV.

Analysis of variance procedures to test for differences in obeisance when teachers were classified by graduate preparation yielded an F-value of 13.91. Application of the Scheffe Multiple Comparison of Means Test revealed that the difference was significant at the .01 level. Non-graduate teachers were significantly more obeisant than graduate teachers with majors in education. Relevant data are reported in Tables LV and LVI.

When principals were grouped by graduate preparation, too few principals appeared in the latter two categories to warrant statistical analysis. The mean PCI and mean status obeisance scores of principals grouped by graduate preparation appear in Table LVII.

TABLE LIII

ANALYSIS OF VARIANCE FOR PCI SCORES OF TEACHERS GROUPED BY GRADUATE PREPARATION
N = 675

Teachers	Number	Mean	Standard Deviation	F Value
Major In Education	208	50.25	8.57	4.34*
Major Outside Education	21	52.71	9.50	
Non-Graduate	446	52.27	8.19	

* Significant at the .05 level

TABLE LIV

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF PCI MEANS OF TEACHERS GROUPED BY GRADUATE PREPARATION
N = 675

Teachers	Non-Graduate	Major Outside Education
Major In Education	0.0158*	0.4350
Major Outside Education	0.9722	

* Significant at the .05 level

TABLE LV

ANALYSIS OF VARIANCE FOR STATUS OBEISANCE SCORES OF TEACHERS GROUPED BY GRADUATE PREPARATION
N = 675

Teachers	Number	Mean	Standard Deviation	F Value
Major In Education	208	103.75	21.83	13.91*
Major Outside Education	21	101.62	17.09	
Non-Graduate	446	112.10	19.22	

* Significant at the .01 level

TABLE LVI

PROBABILITY MATRIX FOR SCHEFFÉ MULTIPLE COMPARISON OF STATUS OBEISANCE MEANS OF TEACHERS GROUPED BY GRADUATE PREPARATION
N = 675

Teachers	Non-Graduate	Major Outside Education
Major In Education	0.000*	0.8970
Major Outside Education	0.0643	

* Significant at the .01 level

TABLE LVII

MEAN STATUS OBEISANCE AND MEAN PCI SCORES OF PRINCIPALS GROUPED BY GRADUATE PREPARATION
N = 44

Principals	Number	Mean Obeisance Scale Score	Mean PCI Form Score
Major In Education	32	106.03	47.63
Major Outside Education	5	114.80	51.00
Non-Graduate	7	118.14	51.00

VII. SUMMARY

This chapter reported findings pertaining to the status obeisance and pupil control ideology of teachers and principals from a random sample of elementary schools in the Province of Nova Scotia. The positive relationship between status obeisance and pupil control ideology of teachers affirmed in an earlier study was re-tested and received strong support. Teachers, principals, and schools were found to vary widely on both the authority dimension of obeisance and pupil control ideology. Teachers were significantly more custodial in pupil control ideology than principals.

The three major hypotheses which guided the research were tested and the results are summarized as follows: Teachers serving in high obeisance schools were significantly more custodial in pupil control ideology than teachers in low obeisance schools. Principals in high and low obeisance schools did not differ significantly in either control or obeisant orientation. High obeisance schools were significantly more custodial in pupil control ideology than low obeisance schools.

The final chapter is devoted to the summary and implications of the study.

CHAPTER V

SUMMARY OF FINDINGS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

I. INTRODUCTION

In the preceding chapter the results of hypotheses testing related to the major problem and sub-problems of this investigation were reported. No attempt was made to draw implications from the findings as revealed by the statistical analysis. However, a fundamental purpose of research on social organizations is to present data and draw conclusions in order to identify better ways of understanding the behavior of individuals and groups within such organizations. Accordingly, this chapter will be concerned with implications, interpretations and questions which emerged from the study.

Pupil control ideology and obeisant orientations of educators are not directly observable phenomena. Since the formation of a cognitive orientation is a perceptual process, a process influenced by a variety of factors, conclusions about these orientations can only be inferred by test scores or other indirect means. At best, such conclusions must be regarded as generalizations based on a specific sample and on a specific research methodology. Caution should be exercised in applying these conclusions

to individuals in school organizations not included in this sample, and in generalizing about the conclusions.

II. SUMMARY OF THE STUDY

The section follows the sequence of hypotheses and problems which were stated in Chapters I and II. Following the statement of the three major hypotheses, four sub-problems were stated in question form. In order to make comparisons with other research studies, eight sub-problems pertaining to teacher and principal personal characteristics were also stated in question form.

The Problem

The major purpose of this study was to investigate the relationship between status obeisance and pupil control ideology of teachers and principals in elementary schools. The intention was to explore the relationship between the selected variables when teachers and principals were grouped separately and by schools.

A review of related literature had indicated that client control would be a problem in service organizations where both individual and organization choice with respect to participation is involuntary. Moreover, previous research had suggested that differences in status obeisance among individuals can influence the attitude these

individuals hold toward those within their charge. Accordingly, the major prediction which guided the research was formulated. It was as follows:

H.1. Teachers serving in schools which are relatively high on the authority dimension of obeisance will be significantly more custodial in their pupil control ideology than teachers serving in schools which are relatively low on the authority dimension.

Two similar hypotheses concerning placement of principals and placement of schools on the authority dimension as related to pupil control ideology were also tested.

In accordance with the major problem and the research design the following sub-problems were investigated:

1. Are there significant differences in teacher and principal mean status obeisance and mean pupil control ideology scores when schools are grouped according to size?

2. Are there significant differences in teacher and principal mean status obeisance and mean pupil control ideology scores when schools are grouped according to locality?

3. Are there significant differences in teacher and principal mean status obeisance and mean pupil control ideology scores when schools are grouped according to Provincial Percentage Proportions of the Foundation Grant paid to various municipalities?

4. Are there significant differences in teacher and principal mean pupil control ideology scores when schools are grouped by Elementary Supervisors' PCI school ratings?

In order to make comparisons with earlier findings on pupil control ideology, mean PCI and mean status obeisance scores were examined when teachers and principals were grouped by a number of personal demographic characteristics. The selected demographic variables were: sex, marital status, age, position, experience, education level, undergraduate preparation, and graduate preparation.

Procedure

The sample consisted of 675 teachers and 44 principals serving in forty-four elementary schools from twelve school districts in the Province of Nova Scotia. The forty-four schools were drawn at random from one hundred-fifteen eligible elementary schools in Nova Scotia.

Data were collected from sample schools by means of

a three-part questionnaire. Part I of the questionnaire solicited certain selected personal demographic data from the respondents. Part II consisted of the PCI Form which contained twenty Likert-type items to which teachers and principals were asked to respond. Part III of the questionnaire was the Status Obeisance Scale. The scale consisted of thirty items with six response categories for each item.

All instruments were delivered to sample schools in early November (1972) and collected from principals of participating schools one week later by the researcher. In all cases, questionnaires were administered to teachers by the principals of the forty-four schools. Usable responses were coded on IBM cards for statistical analysis by computer at The University of Alberta.

Of instruments distributed, 685 (87%) elementary teachers, 44 (97%) elementary principals, and 44 (97%) elementary schools returned questionnaires. Of these, usable returns were secured from 675 teachers and 44 principals, for a total of 719 respondents.

The statistical procedure employed to test the three major hypotheses which guided the research was the *t*-test for the difference between the means of two independent samples. The four sub-problems were tested using a one-way analysis of variance as an overall test and the Scheffé

Multiple Comparison of Means Test to identify significant difference. Demographic problems pertaining to teacher and principal mean PCI and mean status obeisance scores as related to sex, undergraduate and graduate preparation were tested by means of the t-test.

The findings of this study were classified into three categories related to the three problem areas. The first category included results which pertained to the relationship between status obeisance and pupil control ideology of teachers and principals serving in the eleven high and the eleven low obeisance schools. The second category (sub-problems one to four) contained findings concerned with the PCI and status obeisance mean scores of teachers and principals as related to the following school organization characteristics: size, locality, Provincial Proportions of The Foundation Grant paid to municipalities, and Elementary Supervisors' school PCI ratings. The third category presented results of comparisons and analyses related to the demographic data of the study.

Major Findings

The major findings of this investigation lend some support to earlier research on pupil control ideology and to the theoretical formulation that obeisance in educators tended to be associated with custodialiam in pupil control ideology. As predicted, teachers serving in high obeisance

schools were found to be significantly more custodial in pupil control ideology than their teaching counterparts serving in low obeisance schools. Principals in high and low obeisance schools showed no significant differences in pupil control ideology. When teachers and principals were grouped by schools, the eleven high obeisance schools were found to be significantly more custodial in pupil control ideology than the eleven low obeisance schools.

In all instances, when teachers and principals were grouped by sex, a positive relationship was revealed between status obeisance and educators' pupil control ideologies. Teachers, when grouped separately, were found to be significantly more custodial in pupil control ideology than principals.

General Sub-Problem Findings

Sub-problem one. The first sub-problem of this study was to determine whether or not there existed significant differences in teacher and principal mean PCI and mean status obeisance scores when schools were grouped according to size. Results of analysis revealed that school size had little, if any, particular relationship with either status obeisance or the pupil control ideology of teachers and principals in the sample.

Sub-problem two. The nature of this particular sub-problem was to determine whether or not there existed significant differences in teacher and principal mean PCI and mean obeisance scores when schools were grouped by locality. The sample included 10 rural schools, 11 town schools, 13 inner city schools, and 10 suburban schools. Three significant findings emerged from this sub-problem: (1) Teachers in rural and town schools were significantly more custodial in pupil control ideology than teachers in suburban schools; (2) Rural and town teachers were significantly more obeisant than inner city teachers; and (3) Town teachers were significantly more obeisant than suburban teachers.

The first finding suggests that teachers in rural and town localities appear to employ more external kinds of pupil control than their suburban counterparts. Since suburban schools are generally located in higher income areas, one possible explanation for this finding is that teachers from these areas would be associating with more professionally-oriented parents than teachers from town and rural areas. Parental expectations and community values in suburban areas may be such that educational goals would receive greater priority than pupil control.

Concerning the findings that rural and town teachers were more obeisant than inner city teachers and town teachers

were more obeisant than suburban teachers. Perhaps the more traditional and conservative mores of rural and town communities are factors which contribute to more obeisant orientations on the part of teachers serving in these communities. It may also be that inner city and suburban school teachers, because of closer associations with principals and supervisors, feel less of a status threat from immediate superiors than their counterparts in more remote areas. In any event, the matter of educator obeisance in various localities is a potentially fruitful subject for future research.

Sub-problem three. Schools were categorized into quartile proportions of the Provincial Foundation Grant paid to various municipalities according to ability to pay for education services. Schools grouped by quartile four were located in municipalities which received the highest provincial proportions (76-100%) of the Foundation Grant. Schools in quartile one received least proportions of the Provincial Foundation Grant. This sub-problem was to determine whether or not there existed significant differences in teacher and principal mean PCI and mean status obeisance scores when schools were grouped by provincial quartile allotments.

Analysis of variance procedures revealed that teachers from schools in quartile four (76-100%) were

significantly more custodial in pupil control ideology than teachers grouped by the second quartile. Furthermore, with the exception of quartile two, the data for this sub-problem showed increased custodialism in teachers from quartile one to quartile four. If provincial proportions of Foundation Grant paid to municipalities is accepted as a fair indicator of income level for these communities, an interpretation similar to the one offered for sub-problem three appears tenable. In brief, it appears possible that environmental factors may cause teachers in lower socio-economic areas to pay more attention to pupil control goals than educational goals. These data lend some support to an earlier finding (Gossen 1969) that teachers in low socio-economic schools were more custodial in their pupil control orientation than were their counterparts in middle and high socioeconomic status schools.

The finding that teachers from schools categorized by provincial allotment quartiles two, three, and four were increasingly and significantly more obeisant than teachers from schools grouped by quartile one raises an interesting point. The trend was clearly toward increased obeisant orientations for teachers serving in schools from municipalities which received higher Provincial Proportions of the Foundation Grant for education services. These data suggest that environmental influences could be important

factors in studying teacher obeisance. Since this matter has only been explored in the present investigation, further inquiry seems warranted.

Sub-problem four. The intent in sub-problem four was to compare Elementary Supervisors' school PCI ratings with the pupil control ideology scores of teachers, principals, and schools in the sample. For the forty-four schools in the sample, Supervisors' school PCI ratings ranged from a relatively humanistic school rating of two to a custodial rating of eight. For comparison purposes, schools were categorized into three groups according to the ratings received (Appendix H). Schools with humanistic ratings of two and three were combined in the first group. Schools with Supervisors' PCI school ratings ranging from four to six were grouped into the second classification. The third classification included schools with relatively custodial ratings of seven and eight.

In the main, Elementary Supervisors' school PCI ratings were fairly compatible with the PCI scores obtained from teachers and principals by administering the PCI Form. Teachers from group two (PCI school ratings 4 - 6) were found to be significantly more custodial in pupil control ideology than teachers from schools in group one (PCI school ratings 2 - 3). Moreover, although not reaching significant levels, principals in the sample showed

consistently increased custodialism with higher (more custodial) Elementary Supervisors' school PCI ratings.

These data suggest that Elementary Supervisors, at least for schools in this sample, had a reasonably high understanding of the school climate and control orientations of teachers and principals serving in schools within their jurisdiction.

The data also provide additional support for the PCI instrument as a valid measure of an educator's pupil control ideology. In brief, it is possible to view the moderately high correspondence between Supervisors' school PCI ratings and actual PCI mean scores as a form of cross-validation for the PCI instrument.

Summary of Findings Pertaining To Demographic Sub-Problems

The purpose of exploring demographic data of teachers and principals as related to obeisance and custodialism was twofold: (1) To examine status obeisance and pupil control ideology when teachers and principals were grouped by certain selected personal characteristics; and (2) To make some comparisons with other studies that had examined similar relationships. With the exception of analysis of mean PCI and mean status obeisance scores of teachers and principals grouped by sex, undergraduate preparation, and

graduate preparation, no other statistical tests were performed.

To test the stability of an earlier finding that sex and pupil control ideology were significantly related (Helsel, 1971: 44), the mean PCI scores of teachers and principals in this study were compared. Helsel had reported findings which revealed that male teachers were significantly more custodial in pupil control ideology than female teachers.

In the present investigation, no significant differences were found when teachers' and principals' mean PCI scores were compared by sex groups. Moreover, male and female teachers had virtually identical mean PCI Form scores. These data are similar to results reported by Willower et al. (1967:30) that male and female elementary teachers had similar mean PCI scores. With respect to these findings, however, it should be noted that Helsel's (1971) sample included both secondary and elementary teachers. Since secondary teachers were earlier found to be significantly more custodial than elementary teachers (Willower et al. 1967:20), these comparisons should be cautiously interpreted.

Although male and female teachers had similar mean obeisance scores in this study, female principals were found to be significantly more obeisant than their male colleagues.

Perhaps the relatively greater stress on respect for authority characteristic of the female sex role distinguishes itself when females take on positions of authority within schools. However, any attempt to explain the relationship between sex and obeisance for female principals at this time, is indeed, after the fact.

In this study, teachers with undergraduate preparation in education were significantly more custodial in pupil control ideology and significantly more obeisant than teachers with majors outside of education. One interpretation offered is that non-education courses may place more stress on ideal images than education courses. The finding seems especially significant since Willower et al.(1967:34) had reported almost identical mean PCI scores when elementary teachers were grouped by undergraduate preparation. Again, the matter is certainly one which warrants more intensive investigation.

A further finding related to demographic data was that teachers with university graduate majors in education were found to be significantly more humanistic in pupil control ideology and significantly less obeisant than graduates from teachers' colleges. A similar interpretation to the one provided for differences in obeisance and custodialism when teachers were grouped by undergraduate preparation appears tenable here. In brief, university

graduates, in all instances, have completed more non-education courses than teacher college graduates. Perhaps, the more liberalizing influences of non-education courses are factors which contribute to more humanistic and less obeisant orientations of university graduate teachers. The subject appears to require further research.

A final observation concerning obeisance and custodialism of teachers and principals as related to demographic data, has to do with the apparent socialization influence which school organizations have on an educator's control orientations.

Although no predictions were made, two observations from the data appear to be of most general significance. First, the demographic characteristics -- age and experience certainly appear to be linked. Examination of the mean PCI and mean obeisance scores of teachers and principals (Tables XLVIII and XLIX) show, that with few exceptions, older and more experienced teachers and principals tended to be more obeisant and more custodial than their younger and inexperienced colleagues. Second, while analysis was not carried out, the data reveals trends which are consistent with earlier findings (Willower et al. 1967; Hoy 1967; Hoy 1968) that teacher socialization and custodialism were positively related.

III. IMPLICATIONS

This section of the chapter represents an attempt to draw some implications from the study. Since the investigation was concerned with the relationship between status obeisance and pupil control ideology of educators in school organizations as it pertained to structure and process, it seemed reasonable to provide interpretations and draw implications with respect to theory as well as practice. Accordingly, the interpretations and implications of this study are organized under the following headings: (1) Theoretical Implications and (2) Practical Implications.

This thesis concludes with a number of questions which emerged from the study and some suggestions for further research.

Theoretical Implications

Obeisance and custodialism. The conceptual framework in which the empirical phase of this study was cast viewed the school as a social organization. Such a perspective focuses attention on the structure of social relations in the school as well as on norms, values, and other orientations shared by school personnel. Status obeisance (deference to authority) was conceptually related to a custodial-humanistic control typology. The framework was based on status relations in formal,

service-type organizations (schools) with unselected clients (pupils). The theoretical formulation that led to the main predictions postulated was that teachers' and principals' reactions to the authority structure within schools would be reflected in their pupil control ideology. In the main, the theoretical perspective proved to be reasonably powerful and received fairly strong support.

In all instances when male and female teachers and principals were grouped, status obeisance was found to be positively related to custodialism in pupil control ideology. These results and the findings of previous studies suggest that psychological variables, as well as structural and process variables, could be important factors in determining an educator's pupil control ideology. Helsel (1971) had recently found a relationship between traditionalism in values and custodialism in pupil control ideology. In a further study he also reported research which revealed a relationship between obeisance and custodialism in a sample of secondary and elementary teachers. Moreover, Willower et al. (1967) had earlier found a relationship between dogmatism and pupil control ideology: Closed-minded educators were more custodial in pupil control ideology than were open-minded educators.

In addition to these findings, two of the three major hypotheses advanced in this study were confirmed. The

empirical test of the prediction that teachers in high obeisance schools would be more custodial in pupil control ideology than their counterparts in low obeisance schools was affirmed. Similarly, the prediction that high obeisance schools would be more custodial in pupil control ideology than low obeisance schools was also sustained. The hypothesis that principals serving in high obeisance schools would be more custodial than principals in low obeisance schools received no support in this investigation.

These results provide additional support for the contention that psychological variables are important factors in the study of an educator's pupil control ideology.

Pupil control ideology. Confirmation of the hypotheses that teachers and schools which were relatively high in obeisance would be significantly more custodial in pupil control ideology than teachers and schools which were relatively low in obeisance provided support for the theoretical rationale advanced. However, failure to confirm the hypothesis that principals serving in relatively obeisant schools would be more custodial in pupil control ideology than principals serving in less obeisant schools raises an interesting point. Perhaps the most pertinent theoretical implications which can be drawn from the findings of this investigation relate to the nature of the organizational position which educators hold in school

organizations. That is, role factors as they relate to an educator's pupil control ideology, seem to be significant in explaining findings and drawing implications from this study.

It will be recalled that the school has been defined as a special type of service organization in which participation is mandatory and clients (pupils) unselected. Pursuant to a proposition (that those directly responsible for the control of unselected clients would be less humanistic than those less directly responsible for client control) Willower et al. (1967:19) predicted that teachers would be less humanistic in pupil control ideology than principals. The prediction was confirmed in their study and reconfirmed in the present study. Furthermore, the relationship held regardless of the high-low obeisance placements; that is, principals were significantly more humanistic than teachers in both high and low obeisance schools. In short, the role of a principal seems less vulnerable to the status threat posed by unselected clients (pupils) than the role of the teacher.

It seems reasonable that one's position in school organizations should indirectly reflect the variety of pressures and demands of both the formal and informal organization. With regard to task and structure in the formal school setting, one might expect that teachers seek

approval and status from above by attempting to cope with the expectations of principals, supervisors, and perhaps even parents as well.

In the informal school setting, on the other hand, teachers may seek to gain status from their immediate colleagues by attempting to portray an image of one who has a class well under control. In this connection, Hoy (1969: 262) reported data which showed that 87 per cent of the elementary teachers he sampled described their school as ". . . one in which good teaching and good classroom control tend to be equated." It appears likely that methods employed by teachers to gain status combined with the day-to-day status threat posed by the problem of controlling non-selected pupils are important factors contributing to higher custodialism for teachers.

Practical Implications

In the present investigation there was ample evidence to suggest that as the obeisance dimension of authority became more pronounced, the pupil control ideology of teachers and principals was more custodial. Support for this relationship, combined with the fairly compatible results obtained by comparing Supervisors' school PCI ratings with actual PCI scores obtained, would appear to have one implication for school practice. The implication is, that if it is desirable to have humanistically-oriented

and custodial-oriented teachers and principals relatively matched in school organizations, knowledge of control orientations could be a useful input for staff placements. That is, decisions concerning placements of new staff, transfers of present staff, and promotions of teachers to the rank of principal, could be made, at least in part, on knowledge about their control orientations. Such information would appear to be important for staff-appointment decisions at both the secondary and the elementary school levels.

While control of pupils is probably a greater problem for classroom teachers at the secondary rather than the elementary school level, it should not be surprising that pupil control figures prominently at both levels. For in both instances, in a relatively isolated "free situation" such as a classroom, a teacher's quest for approbation from superiors and acceptance by peers would seem to be inextricably tied to his main task with pupils.

One important assumption upon which the major predictions of this study were based was that teachers' and principals' control behaviors are likely to be consistent with their control ideologies. This assumption seemed especially tenable for the relatively isolated setting of the classroom, for there, the kinds of constraints imposed in circumstances of greater visibility to colleagues are

greatly reduced. However, for educational practice, it seems important to recognize, particularly with regard to principals, that pupil control ideology may or may not be reflected in behavior. In this connection, Willower et al. (1967:37) have stated:

> While it seems reasonable to expect a correspondence between ideology and performance in a free situation, such a correspondence in the setting of a formal organization cannot be assumed.

They further suggest that the structure of hierarchical status relationships, rules, sanctions, and various organizational demands, ". . . clearly function as intervening variables."

In view of the major findings of this study, the implication is that principals may, in Goffman's (1961) terms be "acting out" more custodial ideologies than they actually do hold.

A further observation has to do with the concepts of humanism and custodialism which provided the control typology used to examine the control orientations of teachers and principals in this study. While such concepts appear to be most useful in studying control in school organizations, it would seem peremptory at this time to view one as functional and the other as dysfunctional. Gilbert and Levinson (1957:23) had earlier warned that:

> It is difficult to conduct a dispassionate inquiry

> into custodialism and humanism without idealizing the latter through contrast with the former. There is of course, much evidence showing the therapeutic ineffectiveness, not to speak of the inhumanity and decadence, of the custodial system. Nevertheless, it is clear that the proponents of humanistic change are still groping their way in semi-darkness.

The contention seems particularly instructive in the adaptation of the control typology to school organizations. For although humanistic-oriented teachers and principals hold more permissive, more accepting, and more student-centered attitudes, the effects of such orientations on sound teaching practice are certainly not clear. Furthermore, the effects of humanistic orientations are likely to be short-run and limited. Perrow (in March 1965:924-25), for example, has argued that such humanistic-like approaches rather than providing new technologies are principally humanistic influences. He further contends, that when and if they are taken as technology, unrealistic optimism, unanticipated results, and misleading generalizations are apt to be produced.

On the other hand while such caution appears reasonable, many advocates of change in the public schools would argue that more humanistic goals, policies, and technologies are not only desirable but long overdue in schools. Yet, the kinds of change implied by the humanistic approach is likely to be a long, and at times, unsuccessful process. For, while the aims may appear to be highly desirable, at

the present, they are certainly distant and elusive.

Although possible differences between ideology and behavior have been alluded to in this chapter, the study of pupil control ideology of educators appears to be a fruitful means of examining social behaviors in school organizations. For ideology clearly hints at potential behavior, behavior which is likely to proximate ideologies held.

Questions Emerging From the Study

A number of studies, including the present one, have examined educators' pupil control ideologies as related to psychological and school organizational variables. Yet there are questions which remain unanswered and several lines of inquiry which remain unexplored.

What appears to be most needed at present is inquiry into the relationship between pupil control ideology and pupil control behavior as well as studies of pupil control under different conditions. Is there moderately high correspondence between an educator's control ideology and controlling behavior in schools? While such correspondence seems likely, especially in the classroom setting, until it is known to what extent ideology structures behavior, generalizations about pupil control appear to be somewhat hazardous.

A further question has to do with the conceptualization

of pupil control ideology employed in this study and previous studies. Pupil control ideology has been conceptualized as a bipolar continuum ranging from humanism at one extreme to custodialism at the other. It appears that this theoretical perspective needs further investigation. For example, while custodialism describes an external means of control which is associated with the enforcement of rules, humanism may be viewed as enforced understandings; both concepts define control and perhaps control of different types. Such considerations raise the question -- are custodialism and humanism separate aspects of pupil control ideology?

Another question which emerged from this study has to do with the two measures employed in exploring educators' control and obeisant orientations. In brief, are pupil control ideology and status obeisance two independent measures? A number of items in both scales would appear to be measuring the same domain. It may be that custodialism and obeisance are parts of a broader pattern of deeply embedded personal authoritarianism. The matter is one which requires further investigation.

In earlier studies of pupil control ideology elementary teachers and principals were found to be comparatively more humanistic than their secondary counterparts. But how humanistic is humanistic? More precisely, what

meaning can be attached to humanism in the context of the study of pupil control? Are accepting, trustful, optimistic and sensitive control orientations merely humanizing influences? If so, what needs to be studied is the effect of such influences on classroom learning and school performance generally. While most educational critics would probably agree that each pupil should be treated as unique, the difficulty in schools has always been of organization for and evaluation of such an ideal.

IV. SUGGESTIONS FOR FURTHER RESEARCH

The present inquiry was one of the first Canadian research projects which studied the relationship of a psychological variable to an educator's pupil control ideology. A number of suggestions for further research emerged from this study.

1. Results of empirical studies based on United States data are not necessarily applicable to Canada. There is a further need for the United States results to be verified or rejected using Canadian data. In particular, Canadian studies of educators' pupil control ideologies at the junior high and senior high school levels are needed. For, while school organizations and their social environments may not be very different and while the conclusions reached may be very similar, the fact that the research

uses Canadian data will make findings much more convincing.

2. The present study provided support for the earlier finding that educator obeisance and custodialism were positively related. Studies concerning the relationship of other psychological variables to an educator's pupil control ideology are areas for promising research.

3. One direction for further research which emanated from the major findings of this study pertains to the pupil control ideologies of principals. Principals, in the main, come from the ranks of teachers. Yet, consistently pupil control research reports that principals are more humanistic in pupil control ideology than teachers. Moreover, perhaps the most striking feature in the present study was the relative stability of principals' PCI and obeisance scores regardless of how they were grouped. A more comprehensive study, using a large sample of principals, could be conducted in an attempt to identify as many variables as possible that may relate or contribute to the relatively humanistic control ideologies held by principals. Longitudinal studies which would examine educators' pupil control ideologies before and after they become principals would appear to be one especially fruitful line of inquiry.

4. Comparative studies of the pupil control ideologies of teachers and principals based on random

samples from a number of Canadian provinces could shed further light on the influence that different localities and different socioeconomic areas have on educators' control orientations. While the relationship between socio-economic status and pupil control ideology of elementary teachers has received some attention (Gossen 1969, and to some degree, the present study), tresearch using data from junior and senior high schools samples are needed.

5. As suggested in the summary of findings, the impact which different teacher undergraduate and graduate preparation programs may have on educators' obeisance orientations and pupil control ideologies, are indeed matters which warrant further investigation.

The present investigation provides, on a modest scale, information on school educators' obeisant orientations as they relate to pupil control ideology in the public school setting. In addition, the writer has suggested some further ideas which could be utilized in projecting this line of inquiry. The control typology employed in the present study provides two contrasting approaches to the question of whether school provides students with a more positive self-concept. Should it be desirable to seriously strive for a school organizational posture where humanistic activities would be the norm,

structures that encourage and reward such activities would have to be introduced and maintained. However, it is suggested that research on the unintended consequences of change in humanistic directions in schools should be systematically linked to the efforts toward such change.

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APPENDIX A

FORM PCI

FORM PCI

INFORMATION

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD

PLEASE TURN OVER. THERE ARE TWENTY ITEMS TO THIS SCALE.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12. Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16. A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18. A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

APPENDIX B

FORM SO SCALE

FORM SO SCALE

Following are some statements about school personnel relationships. Please indicate your personal opinion about each statement by placing the number of your appropriate response in the space provided before each statement (___).

Agree Strongly 6 / Agree Moderately 5 / Agree Slightly 4 / Disagree Slightly 3 / Disagree Moderately 2 / Disagree Strongly 1

(___) 1. Teachers should be willing to take direction from the administration just as they expect students to be obedient to them.

(___) 2. Most schools would be run a lot more efficiently if the administrators listened more to what the teachers had to say.

(___) 3. A superintendent is justified in expecting his administrative staff to be loyal, obedient and respectful in all matter relating to the administration of the school system.

(___) 4. For a principal to have confidence in his faculty is good, but it should be tempered with keeping a close eye on things to see that they get done.

(___) 5. In general, the tougher an administrator is with himself and his teachers, the higher the morale.

(___) 6. School officials today are in danger of being too soft with teachers.

(___) 7. Although they may feel otherwise, teachers should not be critical of any action or policy of the administration when students are around.

(___) 8. The ultimate authority over major educational decisions should be exercised by teachers.

(___) 9. If a superintendent is a "stickler" for rules and regulations, the principals and supervisors under him should make it their business to see that these rules and regulations are adhered to by the teachers and students.

(___)10. Teachers should be aware that their status in school differs from that of administrators.

(___)11. Personnel who openly criticize the administration should be encouraged to go elsewhere.

(___)12. Although teachers may not like a strict administrator as well, they usually have more confidence in him than the type who is a "good Joe."

(___)13. If a teacher has violated a rule that the "big boss" is particular about, the principal is justified in letting the teacher take his punishment.

PLEASE TURN OVER THERE ARE <u>THIRTY</u> ITEMS TO THIS SCALE

(____) 14. If the teachers ask to do something that the principal feels is all right but that his superintendent disapproves of, the principal should turn down the teachers on the basis that the superintendent would disapprove it.

(____) 15. The school runs smoothest when teachers and students follow school policy.

(____) 16. Administrators have advanced training and knowledge which better qualifies them to make the major decisions in education.

(____) 17. I like the idea of teachers calling the principal "Mr. _____" at all times, even though when students aren't around, teachers are on a first name basis.

(____) 18. Teachers should adjust their teaching to the administration's views of good educational practice.

(____) 19. If a superintendent is inclined to be "tough" on the teaching staff, the principals under him should conduct things exactly as the superintendent would do.

(____) 20. In case of a dispute in the community over a controversial educational issue, teachers should look primarily to the judgment of the administration for guidance.

(____) 21. A "tough" administrator who cracks the whip can generally get more work out of his teachers than one who is easier going and better liked by the teachers.

(____) 22. A teacher should not be influenced by the opinions of those teachers whose ideas do not reflect the thinking of the administration.

(____) 23. Teachers should be obedient, respectful and loyal to the principal.

(____) 24. Typically, the school administration is better qualified to judge what is best for education than is the teacher.

(____) 25. Good principals do as their superintendent expects them to do.

(____) 26. The administration should feel free to ignore the advice from teachers on how to run the school.

(____) 27. A teacher should never say or do anything that students might interpret as being critical or questioning of administrative directive or procedure.

(____) 28. Teachers should be allowed to participate in decision-making but only in such areas as are designated by the administration.

(____) 29. If teachers ask for some favor which goes against school rules, the administrator should explain the school policy to the teachers and turn down their request.

(____) 30. I figure my principal knows better than I what is good for my school or else he wouldn't be the principal.

APPENDIX C

LETTER OF INQUIRY TO SUPERINTENDENTS

October 2, 1972

Dear

I am a doctoral student in Educational Administration at the University of Alberta in Edmonton. Prior to commencement of study here, I had served as a teacher, administrator, university professor, and Dean of a Faculty of Education, for a total of thirteen years experience in the Province of Nova Scotia.

Recently I received approval from the Department of Educational Administration to conduct a research project on pupil control in a sample of elementary schools. I have chosen to conduct the study in my native province. My purpose in writing is to solicit your assistance and support in conducting the research.

From one hundred-fifteen eligible elementary schools in the province, I have randomly selected forty-five schools to comprise the sample. The study will involve the principal and his entire staff from sample schools. Enclosed please find a list of schools from your district which appeared in the sample. Should you approve of the project, I have enclosed letters to principals of sample schools in your district which I would ask you to forward. Please feel free to inspect principals' letters before forwarding.

You will note that principals have been asked to discuss participation in the project with their respective staff and notify your office as to their decision. Upon receipt of their decision, I have enclosed a reply card for your response and a stamped envelope for your convenience.

Please let me assure you that the research technique is simple, not time consuming, and should cause little disruption for all who are willing to take part in the study.

Should your response be favourable, I will be visiting all participating schools in early November and would look forward to meeting you at that time.

Recognizing how extremely busy you are, particularly at this time of year, I thank you for your time and consideration.

Yours sincerely,

Michael R. Mac Millan

APPENDIX D

LETTER OF INQUIRY TO PRINCIPALS

October 2, 1972

Dear

I am a doctoral student in Educational Administration at the University of Alberta in Edmonton. Prior to commencement of study here, I had served as a teacher, administrator, university professor, and Dean of a Faculty of Education, for a total of thirteen years experience in the Province of Nova Scotia.

Recently I received approval from the Department of Educational Administration to conduct a research project on pupil control in a sample of elementary schools. I have chosen to conduct the study in my native province. My purpose in writing is to solicit the support of you and your staff in conducting the research.

Of eligible elementary schools in the province, forty-five were randomly selected to comprise the sample. Your school was one of those which appeared in the sample.

First, let me assure you that the research technique is simple, requires a short time, and should cause little disruption for all who are willing to take part in the study. Furthermore, all participating schools will be coded and neither the names of schools nor the names of staff will be requested or used in the reporting of the study.

The study will solicit staff opinions on pupil control and authority structure within schools. In this connection, participating principals and staff will be asked to respond to two instruments and a personal data sheet.

I would ask you to discuss the project with your staff and decide whether or not you are willing to partake in the study, and then, advise your superintendent as to your decision.

Should you decide in favor of participating, I will look forward to meeting you in early November when I will be visiting all sample schools to distribute and collect the questionnaires concerned.

All participating schools will receive a general report of research findings upon completion of the study.

Thanking you and your staff for your interest and consideration,

Yours sincerely,

Michael R. Mac Millan

APPENDIX E

PERSONAL DATA SHEET

PROFESSIONAL SCHOOL PERSONNEL QUESTIONNAIRE

The questionnaire consists of three parts: a) Information Sheet, b) PCI Form, and c) The SO Scale.

INFORMATION SHEET

Please complete this form by checking the appropriate boxes and filling in blanks where indicated.

1. Sex
   ( ) Male ( ) Female

2. Marital status
   ( ) Single ( ) Married ( ) Widow(er)
   ( ) Separated or Divorced

3. Age
   ( ) 20-29 years ( ) 30-39 years ( ) 40-49 years
   ( ) 50-59 years ( ) 60-69 years

4. Present position (please specify as indicated)
   ( ) Elementary Teacher (please specify grade _____)
   ( ) Elementary Principal (teaching Yes ( ) No ( ))
   ( ) Other (please specify position _____)

5. Experience as an educator (as of end of this academic year)
   (_____) years as a teacher
   (_____) years as a principal, supervising principal, or superintendent
   (_____) years as a guidance counsellor
   (_____) years, other (please specify position _____)

6. Amount of education
   (___) Less than Bachelor's degree
   (___) Bachelor's degree
   (___) Bachelor's degree plus additional credits
   (___) Master's degree
   (___) Master's degree plus additional credits
   (___) Doctor's degree

7. Undergraduate preparation
   (___) Major within the field of education
   (___) Major in area outside the field of education

8. Graduate preparation
   (___) Major within the field of education
   (___) Major in area outside the field of education

APPENDIX F

PERCENTAGE PROPORTIONS OF FOUNDATION PROGRAM

DEPUTY MINISTER
AND
CHIEF DIRECTOR OF EDUCATION
PROVINCE OF NOVA SCOTIA

Halifax, N. S., July 19, 1972

To Mayors of Cities and Towns
Wardens of Municipalities
Secretaries of School Boards

The Department of Education has completed the calculations which are required to be made pursuant to Section 63 (3) of the Education Act.

Attached is:

(1) A schedule setting forth the detailed calculations to determine the municipal and provincial proportions which will apply in the Calendar Year 1972.

It is to be noted that:

(1) The amounts of valuation used to determine municipal and provincial proportions for 1972 have been limited to an increase of 12 1/2% above the amount of valuation used to determine the 1971 municipal and provincial proportions.

(2) Where there has been a reduction in the provincial proportion, the proportion which will be effective in 1972 is not less than 87 1/2% of the proportion effective in 1971.

(3) In those cases where the provincial proportion is less than 27 1/2%, the provincial proportion which will apply to calculations made pursuant to the Education Act for purposes set forth in clauses (a) and (b) of subsection (6) of Section 61 will be 27 1/2%. The actual proportion, without any minimum of 27 1/2%, will be used in any other calculations made pursuant to the Education Act; e.g. Capital Debt Charge Grants.

If you wish to make any enquiries in respect of these schedules, please address the enquiry to Mr. William H. Vincent, Director of Public Education Grants and Financing, Department of Education, P. O. Box 578, Halifax, Nova Scotia.

Yours very truly,

H. M. Mason

HMM:da
Enclosure

Revised

FOUNDATION PROGRAM PERCENTAGE PROPORTIONS
(Based on Academic School Year 1970-71)
Effective Calendar Year 1972

Towns and Cities	Salaries	Maintenance	Conveyance	Tuition Paid	Board	Total Cost Foundation Program	Less Tuition Received	Net Cost Foundation Program (a)	Ability to Pay @ $1.35 per $100 Valuation (b)	Municipal Proportion (% b is of a)	Provincial Proportion	Provincial Proportion Prior to Revision
Amherst	372,353	51,300	nil	581,205	nil	1,004,858	nil	1,004,858	546,111	54.35	45.65	41.99
Annapolis Royal	-	-	-	73,258	-	73,258	-	73,258	51,448	70.23	31.33*	31.33
Antigonish	257,060	27,825	4,950	394,023	-	683,858	-	683,858	343,322	50.20	49.80	46.58
Bridgetown	118,491	16,150	-	72,899	-	207,540	96,309	111,231	93,419	83.99	21.40*	21.40
Bridgewater	410,732	60,720	-	-	-	471,452	-	471,452	455,428	96.60	9.65*	9.15
Canso	174,838	28,250	1,462	-	-	204,600	-	204,600	36,685	17.93	82.07	81.05
Clark's Harbour	51,248	9,500	9,330	33,309	-	103,387	-	103,387	31,122	30.10	69.90	68.86
Dartmouth	7,752,090	918,550	59,378	1,750	-	8,731,768	3,600	8,728,168	5,489,706	62.90	37.10	33.09
Digby	184,041	22,800	-	142,627	-	349,468	99,780	249,688	143,274	57.38	42.62	38.95
Dominion	392,504	47,350	-	-	-	439,854	-	439,854	44,181	10.04	89.96	89.37
Glace Bay	2,259,608	305,966	5,306	1,873	-	2,572,753	-	2,572,753	913,549	35.51	64.49	62.11
Halifax	13,464,864	1,890,274	65,412	-	-	15,420,500	105,273	15,315,227	15,493,548	100.00	nil	nil
Hantsport	159,239	27,050	326	6,560	-	193,174	7,355	185,819	119,353	64.23	35.77	31.65
Liverpool	231,287	35,500	-	117,149	-	383,936	-	383,936	241,398	62.87	37.13	33.15
Lockeport	67,353	6,650	-	69,174	-	143,177	-	143,177	41,578	29.04	70.96	69.46
Louisbourg	133,717	27,450	-	-	-	161,167	2,300	158,867	65,622	41.31	58.69	57.01
Lunenburg	265,131	36,250	-	800	-	302,181	-	302,181	263,899	87.16	12.84	7.29
Malone Bay	193,410	29,600	-	-	-	223,010	92,398	130,612	60,870	46.60	53.40	51.27
Middleton	113,320	14,150	-	158,659	-	286,129	36,472	251,657	163,550	65.15	34.85	34.63
Mulgrave	133,202	20,150	-	2,400	3,288	159,040	7,520	151,520	37,576	24.80	75.20	73.47
New Glasgow	979,971	150,200	-	-	-	1,130,171	18,909	1,111,262	781,018	70.28	29.72	25.14
New Waterford	1,744,053	238,150	915	-	-	1,983,118	-	1,983,118	152,130	7.67	92.33	91.42
Oxford	165,930	11,400	-	100,641	-	217,071	71,255	145,816	48,232	33.08	66.92	65.12
Parrsboro	104,924	15,260	-	108,150	-	228,274	22,400	205,874	56,317	27.36	72.64	70.79
Pictou	439,734	73,110	-	996	-	515,840	-	515,840	182,584	35.40	64.60	62.69

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Towns and Cities	Salaries	Maintenance	Conveyance	Tuition Paid	Board	Total Cost Foundation Program	Less Tuition Received	Net Cost Foundation Program (a)	Ability to Pay @ $1.35 per $100. Valuation (b)	Municipal Proportion (% b is of a)	Provincial Proportion	Provincial Proportion Prior to Revision
Port Hawkesbury	441,944	60,350	-	320	-	502,514	51,050	451,464	148,962	33.00	67.00	64.74
Shelburne	120,487	15,200	555	172,568	-	308,810	-	308,810	116,574	37.75	62.25	55.42
Springhill	509,423	84,800	-	-	-	594,223	42,259	551,964	196,737	35.64	64.36	61.17
Stellarton	483,659	72,750	-	2,986		559,394	-	559,394	272,459	48.71	51.29	48.16
Sydney	3,574,975	465,541	1,116	-	-	4,043,632	37,945	4,005,687	2,278,460	56.88	43.12	37.40
Trenton	345,749	49,640		1,599	-	399,988	-	399,988	264,918	66.23	33.77	28.50
Westville	361,175	53,850	1,505	3,706	-	440,316	1,750	438,566	82,155	18.73	81.27	80.12
Windsor	193,263	28,500	-	223,803	-	445,566	525	445,041	236,300	53.10	46.90	43.87
Yarmouth	486,776	70,600	-	333,479	-	890,855	-	890,855	466,963	52.42	47.58	44.65
	36,648,599	4,969,726	152,255	2,604,014	3,288	44,376,882	697,100	43,679,782	29,919,368			

Municipality	Salaries	Maintenance	Conveyance	Tuition Paid	Board	Total Cost Foundation Program	Less Tuition Received	Net Cost Foundation Program (a)	Ability to Pay e $1.35 per $100. Valuation	Municipal Proportion (% b is of a)	Provincial Proportion	Provincial Proportion Prior to Revision
Annapolis	829,921	102,050	310,861	1,191,047	1,380	2,435,299	26,350	2,408,949	655,151	27.20	72.80	71.22
Antigonish	1,533,625	177,290	323,827	325,523	-	2,360,265	27,123	2,333,142	213,260	9.14	90.86	90.32
Argyle	712,799	103,590	169,447	71,497	-	1,057,333	-	1,057,333	164,391	15.55	84.45	83.77
Barrington	810,757	114,700	121,296	-	1,134	1,047,927	33,309	1,014,618	166,360	16.40	83.60	82.65
Cape Breton	3,336,481	403,270	396,312	6,077	4,309	4,146,449	52,820	4,093,629	989,054	24.16	75.84	74.30
Chester	791,107	122,000	110,110	724	-	1,023,941	12,040	1,011,901	352,902	34.88	65.12	62.93
Clare	854,957	127,750	162,483	84,530	-	1,229,720	1,500	1,228,220	188,430	15.34	84.66	84.24
Cumberland	1,170,661	208,150	433,835	604,244	-	2,416,890	379	2,416,511	543,382	22.49	77.51	77.02
Digby	534,930	83,250	139,448	477,878	-	1,237,516	44,875	1,192,641	269,378	22.59	77.41	75.90
Guysborough	592,941	77,620	172,538	16,095	4,692	863,886	-	863,886	116,155	13.45	86.55	85.04
Halifax	8,309,487	1,129,390	1,083,562	125,724	3,369	10,731,532	-	10,731,532	3,552,929	33.11	66.89	64.94
Hants West	1,063,617	147,650	204,525	290,943	-	1,706,935	48,940	1,657,995	423,721	25.56	74.44	73.09
Inverness	2,346,039	324,240	504,213	36,537	42,378	3,252,457	488	3,251,969	453,904	13.96	86.04	85.37
Lunenburg	1,590,944	221,530	293,653	99,033	8,458	2,203,618	16,560	2,187,058	721,833	33.00	67.00	65.11
Pictou	1,747,306	230,710	464,697	11,042	3,947	2,457,702	320	2,457,382	613,932	24.98	75.02	73.74
Queens	635,355	86,660	187,426	246,216	3,966	1,160,323	17,088	1,143,235	611,291	53.47	46.53	44.74
Richmond	1,752,666	268,750	227,460	13,249	16,395	2,278,529	15,860	2,262,669	271,339	11.99	88.01	87.43
St. Marys	333,323	52,890	107,446	-	378	494,037	-	494,037	93,284	18.88	81.12	80.19
Shelburne	199,341	28,990	130,816	255,091	6,058	620,696	-	620,696	112,851	18.18	81.82	80.99
Yarmouth	548,923	78,250	190,934	230,306	600	1,039,013	54,203	984,810	224,765	22.82	77.18	75.94
	29,768,480	4,088,840	5,724,889	4,084,795	97,064	43,764,068	351,855	43,412,213	10,738,312			
Summary:												
Municipalities	29,768,480	4,088,840	5,724,889	4,084,795	97,064	43,764,068	351,855	43,412,213				
Towns & Cities	36,648,599	4,968,726	152,255	2,604,014	3,288	44,376,882	697,100	43,679,782				
	66,417,079	9,057,566	5,877,144	6,688,809	100,352	88,140,950	1,048,955	87,091,995				

APPENDIX G

SUPERVISORS' SCHOOL PCI RATING SCALE

November, 1972

Mr. _____

On this sheet you will find descriptions of two different points of view concerning schools and pupils. For convenience they are called Type C and Type H. Undoubtedly the point of view held by principals and teaching staff members will vary from Type C to Type H for individuals.

After reading these descriptions, please try to evaluate which type of atmosphere (C or H) generally describes the schools selected from your district. Any information will be held in strictest confidence and no schools, principals, or teachers will be identified in any way in the reporting of my study. Your cooperation is deeply appreciated.

TYPE C

The type of school referred to here is generally more traditional in its school climate or atmosphere. Traditional teachers who prefer to work in the formal atmosphere of such a traditional school are typical of Type C (principals included as well). The primary concern of these teachers, generally, is that of maintaining order among the pupils. These teachers and principals think of pupils in terms of stereotypes based upon appearance, behavior, and parents' social status. They look upon pupils as, generally, irresponsible and undisciplined; therefore, they believe punishment to be a necessary form of control. Such a staff does not generally attempt to understand pupils' behavior, but instead view misbehavior in moralistic terms or as a personal affront. A staff holding this viewpoint would tend to treat pupils impersonally, to mistrust them, and to be generally pessimistic. Such a staff would prefer an autocratic school organization where teacher-pupil status is rigidly enforced and pupils accept communications and orders without question. The staff and pupils alike feel responsible for their actions only to the extent that orders are carried out to the letter.

TYPE H

Permissive principals and teachers who prefer to work in an informal atmosphere are typical of Type H. Such a staff would view the behavior of pupils in psychological and sociological rather than moralistic terms. Engagement in worthwhile activities is viewed as more important to the pupils' learning than is the absorption of facts. The

withdrawing pupil is seen as a problem equal to that of the overactive one. The staff of such a school would generally be optimistic that, through close personal relationships with pupils and the positive aspects of friendship and respect, the pupils will learn to discipline themselves. Again, such a staff would desire a democratic school organization with flexibility in rules, increased pupil self-determination, and two-way communication between the pupils and teachers. The difference between the teachers' status in school and that of the pupils is minimized. Teachers and pupils alike are willing to act upon their own volition and to accept responsibility for their actions.

RATINGS	C 1 2 3 4 5	H 1 2 3 4 5
SCHOOLS		

APPENDIX H

SUMMARY DATA FOR ALL SCHOOLS

TABLE LVIII

SUMMARY DATA FOR ALL SCHOOLS

School Number	Number of Questionaires Returned	Total Staff	School Size	Mean PCI Score	Mean Obeisance Score	Supervisor's School PCI Rating
1	10	15	330	49.30	99.50	8
2	15	16	350	49.13	109.93	8
3	13	18	350	51.50	104.25	7
4	12	12	289	46.33	109.25	2
5	21	21	476	53.28	113.81	7
6	16	16	405	55.00	117.44	4
7	23	28	567	50.35	111.44	8
8	11	21	500	54.64	114.54	3
9	12	14	436	55.09	114.55	8
10	10	11	290	53.00	113.50	7
11	12	13	362	57.25	122.17	7
12	19	21	534	52.84	101.90	3
13	12	12	305	53.58	117.67	7
14	17	18	415	54.22	116.39	6
15	16	16	410	49.88	124.00	6
16	20	20	466	53.55	114.15	6
17	16	16	452	52.12	109.37	6
18	13	13	342	49.69	114.00	7
19	15	15	411	51.20	115.33	4
20	15	17	365	51.00	111.14	2

TABLE LVIII (continued)

School Number	Number of Questionnaires Returned	Total Staff	School Size	Mean PCI Score	Mean Obeisance Score	Supervisor's School PCI Rating
21	18	18	555	49.38	105.61	7
22	11	11	294	55.27	108.09	7
23	13	15	360	54.84	107.92	5
24	18	19	405	51.16	108.88	5
25	18	20	553	49.17	99.78	2
26	23	27	686	49.78	110.34	7
27	13	17	430	48.42	96.50	3
28	11	15	375	52.18	107.54	8
29	26	37	900	52.76	108.92	4
30	23	24	780	50.69	108.47	7
31	16	19	533	53.86	113.60	7
32	22	28	740	47.47	109.66	8
33	10	10	205	45.10	100.40	3
34	11	14	300	52.72	106.36	6
35	27	27	670	48.11	104.37	7
36	20	22	500	52.74	101.00	6
37	19	21	680	47.68	102.42	3
38	7	18	500	55.28	108.86	6
39	10	13	250	44.25	87.63	4
40	19	24	540	56.73	111.26	7
41	25	25	401	50.33	97.88	8
42	18	19	468	52.06	101.39	3
43	29	29	682	53.17	120.28	7
44	24	27	600	50.65	111.39	6
45	--	11	---	-----	------	-